

ATHLETIC

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in Basketball

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CONTENTS

for February

PAGE

- 5 The Push Shot and the Free Throw in Basketball.....Arthur C. Lonborg
 10 Is the Zone Defense Hurting Basketball?.....George E. Keogan
 12 Guiding a Basketball Team Through Tournament Play
 12 Physical Fitness and Mental Attitude in the Tournament
 John A. Warren
 13 The Season's Play and the Tournament...Selby H. Buck, Jr.
 14 Reducing the Strain of Tournament Play.....F. B. Foreman
 15 Keying Only for Final Tournament Games...H. L. Jacobson
 16 A Combination Crisscross and Side Line Attack.....E. A. Hetzner
 17 Wrestlers, Use Your Legs!.....R. K. Cole
 20 Forward and Lateral Passes in Football
 20 Technique of the Forward Pass.....Harry Stuhldreher
 21 Forward Pass Defense.....B. W. Bierman
 25 The Lateral Pass in Football Offense.....Francis Schmidt
 27 Lateral Pass Defense.....V. A. Hansen
 28 The Pressing Defense and the 10-Second Rule.....Michael M. Lake
 30 Intramurals in a Private School.....Bron C. Bacevich
 34 Training and Conditioning.....Arthur N. Smith
 35 Recent Athletic Booklets
 36 My Philosophy of Officiating.....Edwin J. Dahl
 38 Basketball for the XIth Olympiad
 39 A Suggested Change in Basketball Rules.....John D. How
 39 Organization of Wisconsin High School Coaches....L. A. Erickson
 40 One More Way of Coaching a Basketball Team..William E. Braucher



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The Push Shot and the Free Throw in Basketball

By Arthur C. Lonborg

Head Basketball Coach, Northwestern University

THE push shot is used more than any other shot in basketball. In making this shot, the player should hold the ball with the tips of his fingers, his thumbs serving only to brace the ball. Neither hand should be under the ball. The player who is in the habit of "palm-ing" the ball is usually not a good shot, as he does not have the delicate touch that is necessary in accurate shooting.

The player should be relaxed while on the floor, and he should have confidence in his ability to score. The boy who "ties up," as we say, cannot be a good shot, as he lacks the co-ordination that is necessary. The player who has a tendency to "tie up" may be helped to overcome this fault if he is assured that the coach has confidence in him. When the player has confidence in himself, he is apt to be relaxed during a game.

A player about to shoot a push shot should advance one foot and then, holding the ball well out in front of himself, chest high, he should bring the ball out, down, in and then up, describing a half circle with it. With his eyes on the basket, he should shoot with tonic snap and a full follow-through of hands, arms and body. Both hands should let go of the ball at the same time, and the palms of the hands should be turned out after the shot.

The ball should describe in its flight toward the basket what I should call a medium arc. The player who shoots a low shot or one too high is apt to lose control of the ball. When the player is in front of the basket, the ball should be shot directly for the basket. On side shots, it is permissible for the player to use the backboard for rebound purposes. I attempt to have players shoot at a point about a foot above the basket to prevent shots from falling short, as much of the offense starts after the first shot. After the ball has left his hands, the player should keep his eye on it and try to determine how it will rebound from the board, so that he can time his drive to follow up the shot.

When shooting, the player should be well balanced and should take as much time as the defense permits.

The push shot should be practiced under circumstances that approximate as nearly as possible game conditions. During practice periods, the first shot should be taken close to the basket, and then the players should gradually work out to greater distances away from it. Most players usually start shooting from long distances,

and it is the duty of the coach to get them to work around the basket first.

In attempting a free throw, the first thing a player should do is to go to the free throw line with confidence in his ability. When he takes his position, he must make sure that his toes are behind the line.

While making the throw, he should relax. Some coaches suggest that their players take a deep breath just before they shoot, as this will help them to relax. The free throw is usually an underhand shot and one that is intended merely to clear the front rim of the basket.

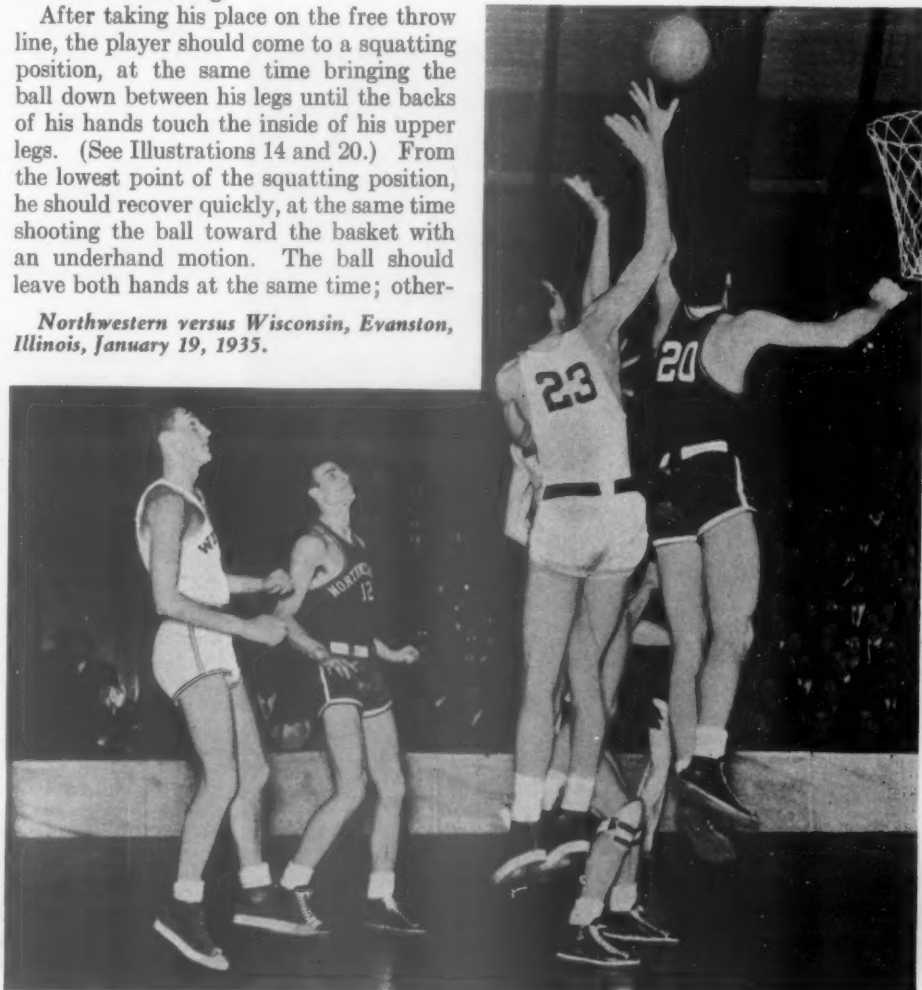
Most players hold the ball on the sides, their fingers and thumbs near the center axis. Some, however, hold the ball with their finger tips behind the axis. While I prefer to have my players hold the ball in the manner first described, I do not attempt to change the style of a good free thrower who has success with another method of throwing.

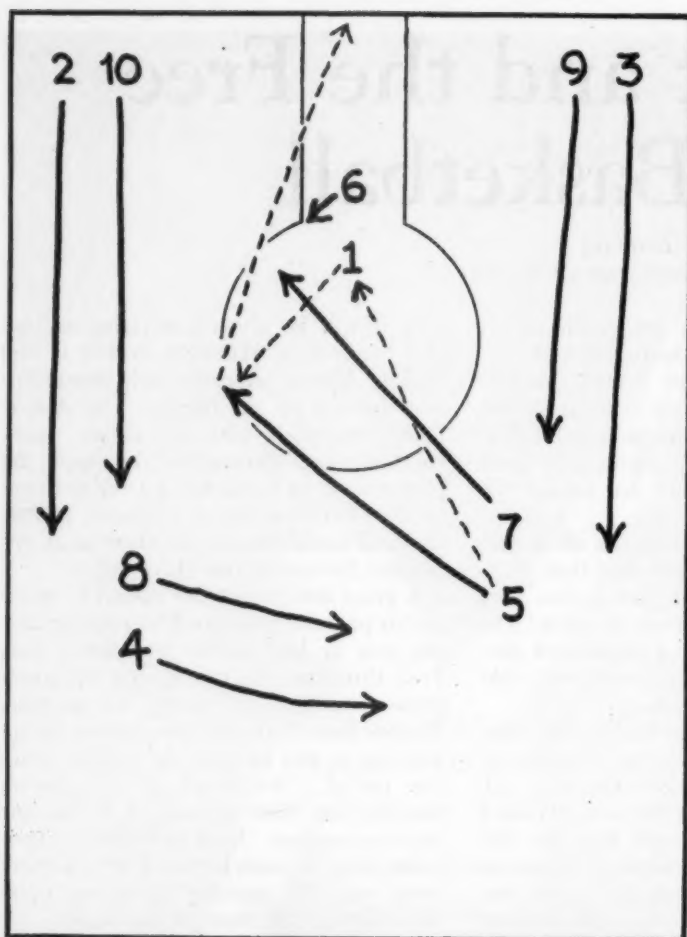
After taking his place on the free throw line, the player should come to a squatting position, at the same time bringing the ball down between his legs until the backs of his hands touch the inside of his upper legs. (See Illustrations 14 and 20.) From the lowest point of the squatting position, he should recover quickly, at the same time shooting the ball toward the basket with an underhand motion. The ball should leave both hands at the same time; other-

Northwestern versus Wisconsin, Evanston, Illinois, January 19, 1935.

wise it will be given a rotating motion that sends it to the right or left of the basket. Hands, arms and body should follow through on the throw. The shot is made principally with the hands, wrists and forearms. Throughout the throw, the player must be balanced and relaxed, and he must have confidence. Balance, relaxation and confidence are the three most important factors in free throwing.

A great deal of practice should be given in this phase of basketball, as many games are won or lost on the free throw line. Free throwing practice should approach game conditions as nearly as possible. Players should attempt free throws during practice as well as after the regular practice period. We shoot all free throws awarded for fouls committed during our practice sessions. Each man should shoot from fifty to one hundred free throws every day, the number depending upon the ability of the men on the squad.





The accompanying diagram shows the action of all the men on the floor in a possible play involving the push shot. This is the play that was in progress when the pictures on this and the opposite page were taken. Not all of the players are visible in the illustrations. In this play, 5 passes to 1 and cuts past him. Defensive player 7, thinking 1 will attempt a pivot shot (such as that shown on pages 14 and 15 of *THE ATHLETIC JOURNAL*, January, 1935) pulls closer to 1 than he might otherwise, so that he will have the possibility of changing men with 6. This allows 5 an opportunity to receive a pass from 1 for a push shot over the screen which is formed by 1, 6 and 7, as shown in the diagram and the illustrations. Numbers 1, 2, 3, 4 and 5 represent offensive players; 6, 7, 8, 9 and 10 indicate defensive men.

The Push Shot

Illustration 1—Forward 2 is pulling out of his corner to leave room for the play, and defensive player 10 is following him out. Guard 5, who has passed to the center, 1, has started to drive by and is coming to a quick stop.

Illustration 2—The center is returning the ball to guard 5, who has come to a stop. Guard 5 is in such a location that he may shoot over the screen formed by 7, the man guarding him, by the center, 1, and by defensive man 6, who is guarding 1.

Illustration 3—Guard 5 has started to pull his right foot back to get in position for the push shot. He has his eye on the basket. Defensive men 6 and 7, faked into thinking 5 was about to drive by, have started to change men, which has thrown them both out of position for the most effective guarding.

Illustration 4—Guard 5, still in the act of drawing his right foot back of the left to increase his distance from the defensive players, is beginning the shot. His eyes are on the basket. The ball in his hands is starting the half circle which it describes in the push shot (out, down, in and up).

Illustration 5—Guard 5 now has both feet in position. His eyes are on the basket, and his body is in balance. The ball has completed the half circle and is now in motion toward the basket. Defensive man 7, cutting fast, has tripped and is falling.

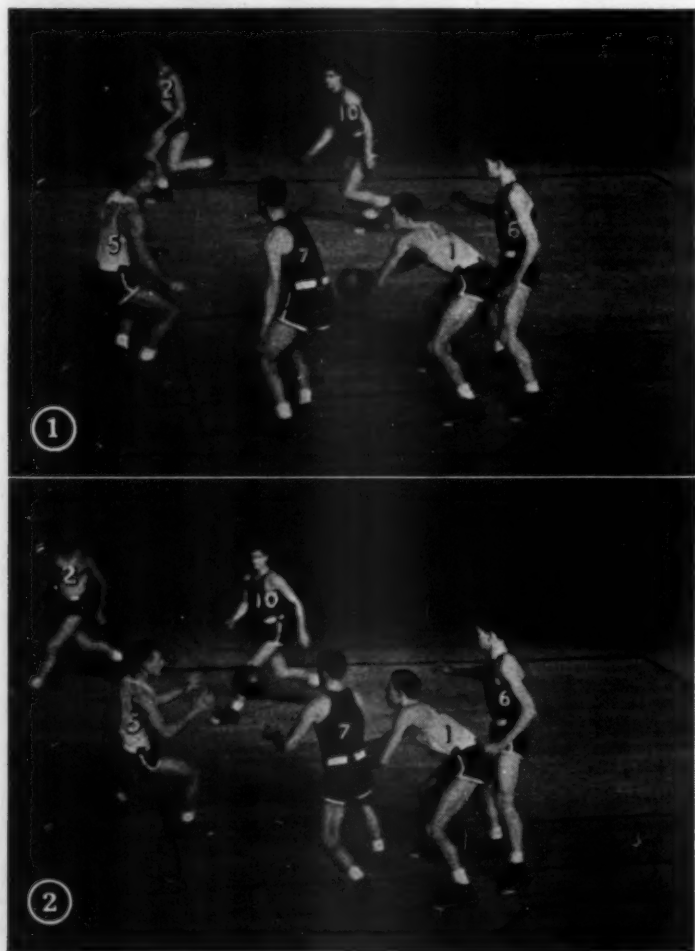
Illustration 6—The ball is just leaving the hands of guard 5. His arms are extended. His body is moving toward the basket, going with the ball as he shoots. He still has his eye on the basket, which is important.

Illustration 7—Guard 5 is following through with full extension of arms and body.

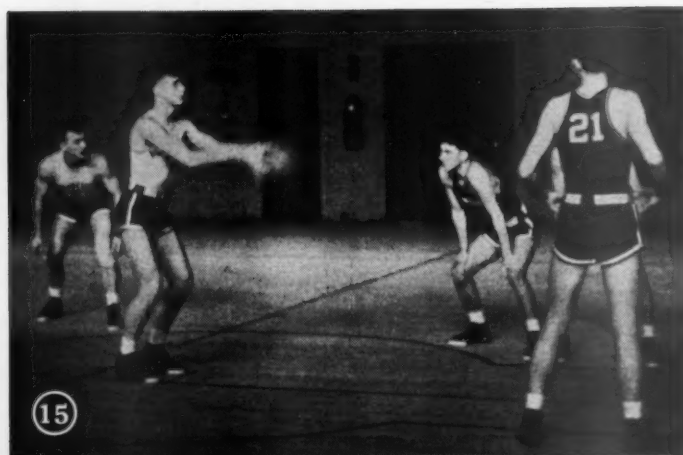
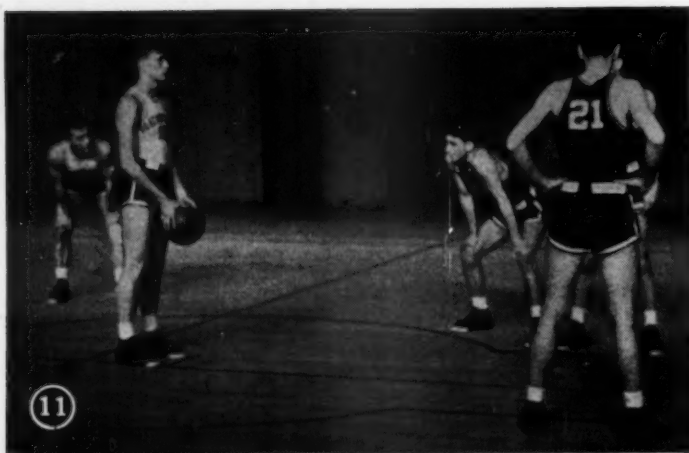
Illustration 8—Guard 5 is recovering and is starting to follow up his shot. There is almost continuous motion from the shot to the follow-up. The center, 1, is turning and is trying to get in position for follow-up work.

Illustration 9—The center, going in to follow up the shot, is watching the ball to see how it will rebound from the board should it fail to go through the hoop. Guard 5 is in motion toward the basket to follow up his shot and take a long rebound.

Illustration 10—Defensive man 6 is in position to take the ball off the board, and the offensive center, 1, is maneuvering into position to attempt a tip-in.







The Free Throw

(Side View)

Illustration 11—The player with the ball has taken his position at the free throw line. He has both feet an equal distance behind the line. Some players stand with one foot farther back than the other. Either position is permissible. The position taken should usually depend upon the preference of the player. The player's eyes are on the basket.

Illustration 12—The player is starting his shot. His knees are beginning to bend as he starts to come down to a squatting position. He is holding the ball with his finger tips and using his thumbs to brace it. His finger tips are at or slightly behind the center axis of the ball. Most players place their finger tips slightly over the center axis. The position of the fingers may, in general, be determined by the personal preference of the player.

Illustration 13—As the player continues the knee bend, he lowers the ball, keeping his eyes constantly on the basket.

Illustration 14—The ball has reached its lowest point. The player, in squatting position, is balanced on the balls of his feet. His eyes are on the basket.

Illustration 15—Quickly recovering from the squatting position, the player is now in the act of shooting the ball toward the basket. His eyes are still on the basket.

Illustration 16—The ball is just leaving the player's hands. His arms are extended. The palms of his hands are turned up.

Illustration 17—The free thrower is following through. Both hands are elevated equally, an indication that they have released the ball at the same time and that each arm and wrist has used the same amount of force in propelling the ball toward the basket. Defensive player 21 is starting to follow up the shot.

Illustration 18—The free thrower has recovered from the throw and is preparing to follow up his shot. Other players are also in motion, preparing to fight for the ball should it fail to go through the basket.

The Free Throw

(Front View)

Illustration 19—The free thrower has taken his position behind the free throw line. The pictures showing the front view of the free throw illustrate practically the same form as the pictures showing the side view.

Illustration 20—The ball has reached its lowest point as the free thrower completes his knee bend and prepares for the recovery.

Illustration 21—The ball has just left the hands of the free thrower on its way to the basket.

Illustration 22—The free thrower is following through. On this particular shot, he evidently released the ball with one hand sooner than with the other, as the arms and hands do not appear to be quite symmetrical on the follow through.

Members of the Northwestern University basketball squad of 1934-35 who assisted Coach Arthur C. Lonborg in the filming of this set of pictures and other sets in this series were Hiram Bender, Elmer Blume, Bernard Davis, Arthur Foster, Al Kawal, Jesse McAnally, Guy Mercer and Milton Rosenfeld.

NOTE: Reprints suitable for posting on bulletin boards will be made of these pictures and mailed without charge to any subscriber who requests them; only one set of reprints to each subscriber. Requests should be made at once, although there may be some delay before the reprints are mailed out. Coaches who have not already requested reprints of the "One-Hand Pivot Shot" and "Two-Hand Pivot Shot" (January, 1935) and "Hand Positions in Passing and Shooting a Basketball" (December, 1934) may do so now and be assured of receiving copies. Address The Athletic Journal, 6858 Glenwood Avenue, Chicago, Illinois, for all reprints.



Is the Zone Defense Hurting Basketball?

By George E. Keogan
Head Basketball Coach, University of Notre Dame

DURING the early part of our schedule, the University of Notre Dame played a game against New York University at Madison Square Garden, New York, before 16,138 people—a tremendous crowd; in fact, the largest crowd that had ever witnessed a scheduled game until that time. It was a fast, well played game, each team using a man-for-man defense. Watching it was, as one New York writer expressed it, the most enthusiastic crowd he had ever seen in the Garden. That statement was to me a distinct tribute to the game, especially as it came from a New York sports writer. This same writer went on to apologize for not having seen in basketball a game capable of drawing such a crowd, let alone a crowd so whole-heartedly enthusiastic. Since the Notre Dame-New York University game in December, four other college games have been played in Madison Square Garden, and each has drawn more than 15,000 spectators.

Of all the games played, there was only one which, according to the sports writers, lacked interest. The writers were not enthusiastic about this contest, but did not know why. To any coach, the reason was very evident—one team employed a zone defense. The New York writers have not yet acquainted themselves with this type of defense, and have not seen it enough to

know how it slows and hinders play. So one could not blame them for not being able to explain why this game was not interesting. The game between New York University and Notre Dame, in which each team employed a man-for-man defense, was in striking contrast. The game was fast, had plenty of action and fine individual play. In fact, there was real de-

fensive basketball as compared to the zone defense, which requires no defensive ability whatever. It was a game exemplifying real basketball skill.

My remarks made in this article are not intended to hurt any coach's feelings, or to try to tell any coach what system his team should use. I am merely trying to point out and make clear one of the retarding factors in our modern basketball play, a factor which is, no doubt, hurting the game as a whole. Basketball is a great game, and any factor retarding the game's progress should be fairly discussed by men teaching the game, if it is to grow and prosper. So in my remarks there is no offense intended to anyone, and I assure you they are made with greatest sympathy for my fellow coaches. They are made in a spirit of helpfulness toward this great game, and for the purpose of helping to remove the millstone that has been hanging to the neck of basketball for several years.

A few years ago we had a presumed menace to the game, the so-called stalling. In the first place, "stalling" was a misnomer for the particular action that existed at that time, and, too, the responsibility for the so-called stalling was placed only on the offensive team. It was never applied to the defensive team, when, as facts prove, that was really the team responsible for stalling.

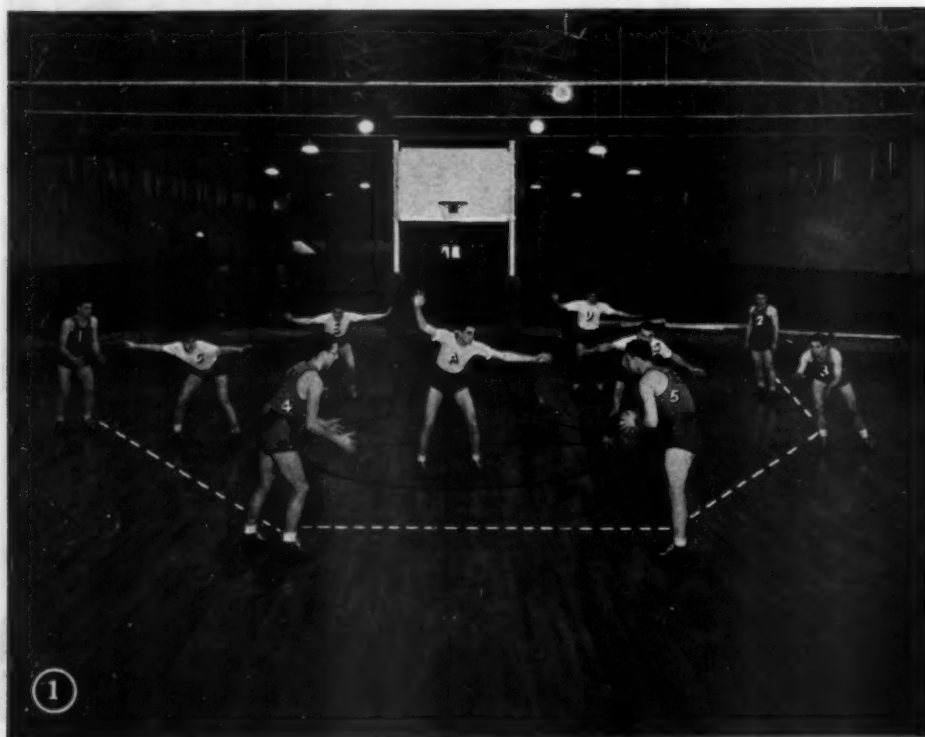
I will admit frankly, however, that some coaches took undue advantage of their opponents. Without any points scored, and at times with only one or two points, they would have their players draw the ball into the back court. This of course was unethical. I make this statement because the teams coached by such coaches had not in any way demonstrated superiority over their opponents and had made no effort to score through the opposing team's defense. Had they worked against the retreated defense and scored four or five points before taking the ball to the back court, the whole picture would have been different.

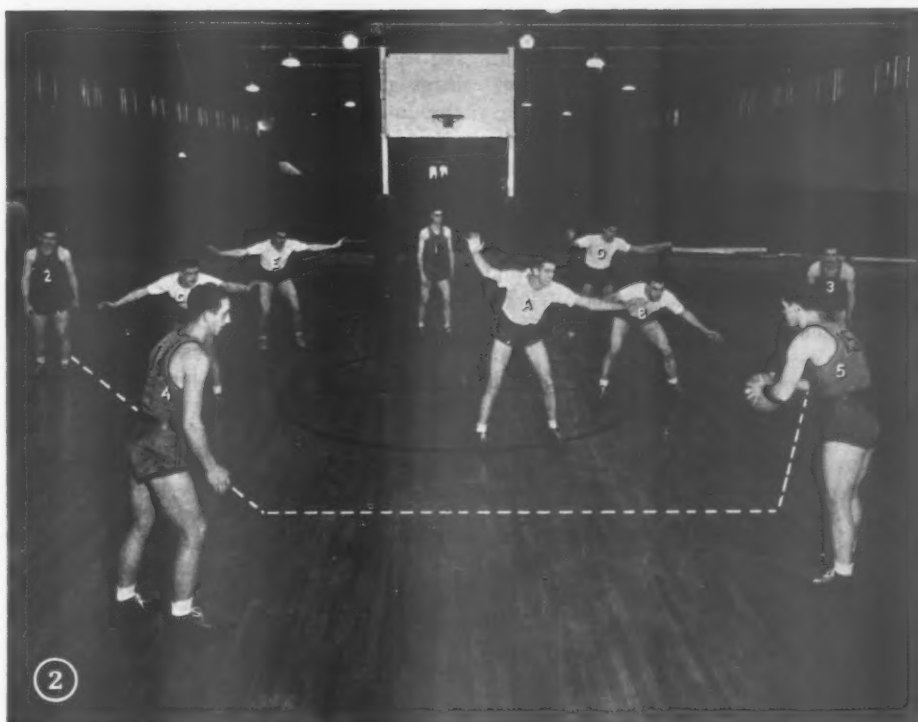
The result was an uprising against so-called stalling, and against the coach employing such tactics. The crowds did not like stalling and, as a result, in localities using such tactics basketball attendance fell off. This was justified in every way. I do not blame a spectator for losing interest in any such contest; in fact I would do the same thing.

On the other hand, when a team had scored six or seven points, a legitimate



George E. Keogan





lead, and had drawn the ball back, and then the defense had refused to change to a man-for-man defense, or refused to come out, which team was to blame in such a situation? There is only one answer, the defense. Still the offense was criticized for stalling, and the defense was absolved from blame. According to Dr. James Naismith, inventor of basketball, when a team loses the ball, the idea is for the men on this team to recapture it. This they refused to do.

To eliminate stalling, legislation was felt a necessity. Instead of eliminating the cause of such tactics, the legislation set up preserved the cause. I have reference now to the group defenses, the zone defense, in particular. The zone defense was the reason for the delayed offense. To secure a suitable lead and then force the defensive team to change its tactics, the delayed defense was necessary.

Basketball is the only sport I know of today in which by rule the offense must bring the ball to the defense and cannot force the defense to change its tactics. Take football, for example. Spread plays are used to spread the defense and allow fast men to function; a floater is used to draw a defensive man wide; split ends are used to force defensive men to widen so that ground gaining may be made possible; decoys are used in passing formations to carry defensive men out of position so that a receiver may slip into the vacated territory. The whole scheme of football offensively is to maneuver the defense into such a position that a thrust into the line, an end run or a pass can be made for gain. The defense in football does not refuse to play. The defense in football does not refuse to change tactics to meet a situation the offensive men offer. In fact, it is

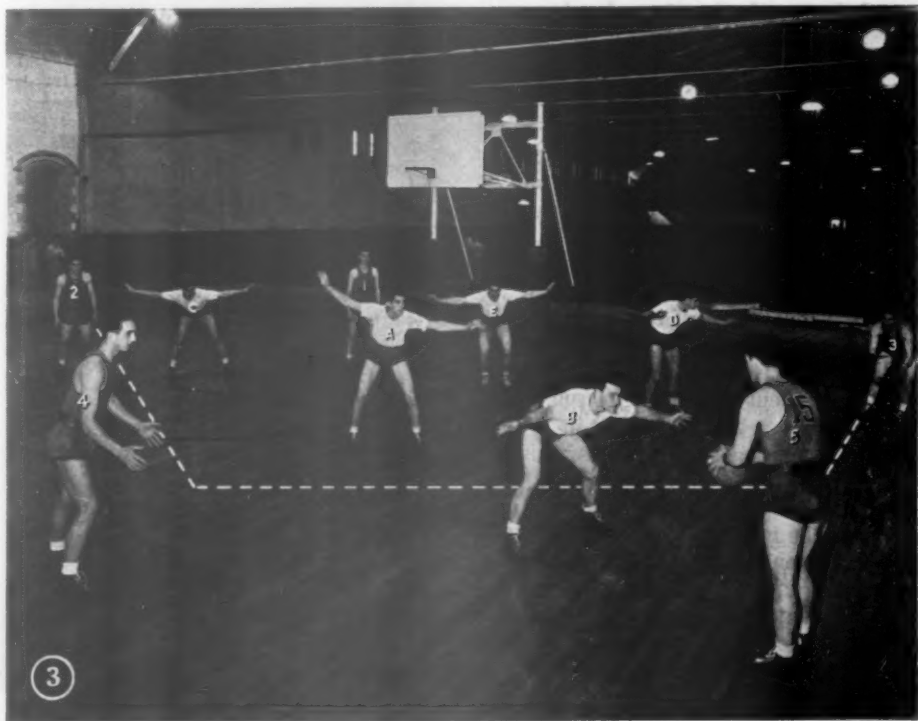
forced to change. So why should not a similar situation exist in our game of basketball?

Now what has happened to our game? Indiana, which has been noted for years as a great basketball state, where action was fast and individual technique stressed, has found that its basketball is slowing up. Interest is not so keen as in previous years. What has caused this change? Last year's state tourney at Indianapolis gave the answer. For the first time, I would say, fourteen of the sixteen teams competing used a zone, or a semi-zone, defense. A team would lose the ball and the players would dash for the defensive area and

group there, knowing that the rules demanded that the offensive men must bring the ball to them in ten seconds time. The offensive team would pass the ball around the rim of this defense a few times, and some player would shoot. If the shot was missed, the defense would secure the ball, and the opposing players would race for their defensive end of the court, group themselves there, and the process would be repeated. Gone were the fast pass, dribble and shot. Gone were the feint, dribble, pass and shot. In other words, expert personal technique was of no avail. The result was a long shooting contest, with the team "hitting" the greatest number of times being declared the winner. An all-state team was selected. How anyone could select an all-state guard was more than I could understand, because there was no guarding. The same was true in the selecting of an all-state forward, when he was determined only by shooting ability.

The illustrations that accompany this article clarify the point I have been trying to make. In them you may visualize just what happens when the zone defense is used. I leave it to you fellow coaches and to you loyal spectators. Do you like that kind of game? Let us look at the situation clearly. Do you think that type of basketball is interesting? Do you think great crowds will continue to attend performances of that nature? I do not think they will.

Notice the defense in Illustration 1. The men have drawn back into a little ring around the basket. It is impossible for an offensive man to work through this defense, because if he avoids one defensive player he runs into another. The defensive men make no pretense at guarding,



but merely spread to fill up space, and allow no offensive man in for a short shot. The ball takes the path indicated in Illustration 1, from 1 to 4 to 5 to 3 to 2, and then back around the same course. The defense shifts to the point of attack or to meet the player who has the ball. After a few passes, one of the offensive players shoots; then the defensive men turn to the basket to get the ball if the goal is missed. Does this sound interesting? Do you like basketball of this type? Look at the picture. It speaks for itself.

In Illustration 2, the offensive team has placed its center, 1, under the basket. He is seemingly clear, but, as a pass is made to him, E and D close in and play the ball. If 5 should try to dribble through, he might avoid A, but B or C would pick him up immediately. How many well-executed plays and short shots would you see in a game in which such defensive tactics are used? Do you like this type of play? Do you wonder why the rules are such that they preserve something like this at the expense of fine, well-played basketball?

Illustration 3 gives you a view of what happens when the ball is at the side of the court. Note how the defense has shifted to keep the avenue to the basket closed. This defense is almost impossible to work through, as the men play the ball only.

After several passes are made, as indicated, one of the offensive men must shoot. The defensive men turn and go for the basket to recover the ball. There is no matching of skill, one man against another. There is just a group of men standing on the floor with arms spread, waiting to intercept the ball. They never learn to do any guarding. Do you like this type of basketball?

A few years ago, the complaint was offered that the courts were too small. There was so much congestion, it was said, that it was impossible to get real action. Too many fouls were committed on these small floors, occasioned by the congestion. It was argued that there should be larger floors, so that the men could perform to the best of their ability. The movement which resulted brought our present large courts, with plenty of room for action and fine fast play. Basketball improved and the game began a rapid growth. Spectators enjoyed basketball and became enthusiastic about it.

What has happened today? We are now forced by rule to play in one-half of these fine courts, and the other half is entirely wasted. The maximum playing area today is a space 47 feet by 50 feet. This space is smaller than the smallest courts of a few years ago. The congestion is worse than it used to be, and the

fouling caused by this congestion is mounting each year. I noticed that in each of three games, played only a few days ago, the foul shots numbered thirty-three or more. Do you wonder when I say that the 10-second rule has not helped the game, but has hurt it? Facts are facts, and they cannot be refuted.

The National Basketball Coaches Association offered a suggestion at its last meeting which was presented to the Rules Committee. This suggestion urged coaches to eliminate as much as possible group defenses. Such a suggestion was deemed necessary to aid the game.

I do not say that teams I coach do not use a zone defense. Of course they use it at times, but it certainly is not to my liking. Something should be done to make these close-knit defenses come out of the pocket. We cannot change them by play, as the rules now read. Something must be done if we are to preserve this game of basketball. It is too fine a game to let such practices ruin it.

My suggestion would be that when a team has a lead of five points it may be allowed to make the defense change its tactics, make the defensive players come out of their retreated positions. This is no more than fair and would go a long way toward making better basketball.

Guiding a Basketball Team Through Tournament Play

Physical Fitness and Mental Attitude in the Tournament

By John A. Warren
Astoria, Oregon, High School

TOURNAMENT play necessitates a great deal of planning and conditioning in order that the players, as well as the coach, may successfully meet the strenuous ordeal which they must endure. No basketball team can expect to survive a tournament if it is not mentally and physically fit. Tournaments, without a doubt, require additional training and work throughout the regular season.

I feel that getting the boys in proper physical condition is the first essential in preparing them for tournament play. This procedure can be carried out in conjunction with the fundamental drills during the playing season. Probably the best leg conditioners are "duck waddling," rope jumping and plenty of running. The actual playing time of a high school game amounts to about fourteen minutes, and I feel that I should train my players until they can travel the fourteen minutes at top speed.

EACH of the high school coaches whose ideas are presented here has coached teams to two or more state basketball titles. Conditions in various parts of the country make necessary different practices in the handling of squads. A method that means success for a team in Wyoming may mean defeat for a team in Georgia. It is not recommended that any coach attempt to adopt indiscriminately the methods of any one or more of these successful coaches. Many a coach, however, will find in these articles helpful suggestions which may aid him materially in working successfully with his squad.

All this, of course, follows the period of mastering the fundamentals.

Upon the completion of the playing season and the district tournament, I get my team into the proper mental attitude. For a few days following such a tournament or the regular season, the boys have a tendency to go stale. When they appear to dislike the game, I make them leave the gym for a couple of days, at the end of which time they are eager to resume practice. When practice is resumed, I inform the players as to the things expected of

them. In the approaching tournament, they are going to have to produce. They are representing their district, community, school and, above all, their families. Most important, they must understand that no team is a set-up. They will be lucky if they win even their first game. When they are made to realize that they will be champions only if they battle every inch of the way, they are ready for the tournament.

That the coach lives with the team during the tournament is of utmost importance. If he is interested, the boys will take on his interests and respond to the attitude he himself is assuming. Their diets should be carefully guided. Plenty of fresh air and rest are essential. Upon completion of the first game, the boys should go back to their quarters and retire, starting to rest up for the next struggle. This does not excuse the coach. He should be right along with his players, always showing the proper attitude. If he wishes them to respond in the following games, he should provide ways and means of helping them.

One of the primary requisites of a basketball team during tournament play is leg drive. To keep the leg drive, every man

must have his feet in first class shape and give plenty of rest to the leg muscles. This is one of the reasons that keeping players in bed the majority of the time is imperative. Even though this procedure does not prevent a certain amount of joking and scuffling, the boys are off their feet and gaining some rest. Then, when they go into the following contest, every boy will continue to have the necessary leg drive.

If a player has been receptive during the playing season, by the time of the tournament his mental attitude should be excellent. Needless to say, much talking from the coach is superfluous. The players should be prepared to respond to any situation which it is physically possible for them to meet. It is not unnatural that they will be excited and worked up, but, if the coach has the ability to calm them down, they should be in readiness to perform well.

As the tournament proceeds, the mental attitude becomes harder to control. If the boys happen to have a so-called "off night," they will tend to lose their confidence, which will develop into one of the coach's hardest problems. Oftentimes they will think the light is bad at one end of the court, or one of the baskets is loose or crooked. They will find a hundred things wrong with the playing floor. The coach must check these ideas before they become a menace in the minds of the players.

After the strain of one or two games, the players begin to tire. They become irritable and a little harder to handle. Then it is up to the coach to impress them with the reasons for playing through the tournament. He can point out that it lasts for only a few days; that, after all, they are winning, which is one of their main objectives in coming to the tournament; that, at this stage, it is up to them to give all they have until it is over; and that none of the other surviving teams is any better off than they are. The coach should provide some type of amusement for his players: magazines, books or games to take their minds off the tournament.

Of course, there will be the individual problems that naturally arise. These the respective coaches will have to meet, but, after going through a season with a team, the coach should know and be able to meet these various problems. If the team is successful enough to reach the final game, it will be unnecessary for the coach to "hop up" his squad. The problem will be to get the players to maintain their usual pace in action. The coach must always be alert for physical and mental staleness in a player.

No two coaches have the same problems to meet in any tournament; so I feel that the coach who is receptive enough to alter his plans and meet whatever may arise will survive, presuming that opposing teams are equal so far as material is concerned.

In conclusion, the two points which I

have stressed in the development of winning teams are the physical and mental condition of the boys. In a general way, I have set forth my ideas in regard to the steps of training that a coach may use to carry his team through that difficult period which lies between the winning of the district tournament and that ultimate goal—the state championship.

The Season's Play and the Tournament

By Selby H. Buck, Jr.

Lanier High School Macon, Georgia

I HAVE divided this article into two parts: the season's play and the tournament.

In the Southeast, there is a great deal of controversy over whether the tournament is the fair way to decide a basketball championship. There are many arguments for

each side. However, in most sections high school championships are still decided by tournaments.

It has been my policy to begin preparation for the tournament as soon as possible. We therefore arrange our schedule with that idea in mind.

In the thirteen years of operation of the Georgia Interscholastic Athletic Association, which is composed of the twelve largest high and prep schools of Georgia, Lanier has been the champion seven times and the runner-up three times. In spite of this remarkable tournament record, not one of these Lanier teams went through the season without a defeat by one or more of the teams which fell by the way in the tournament. I feel that in many instances ours was not the outstanding team but that we did reach our peak in the tournament.

At Lanier we begin our basketball practice as soon as football is over, usually December first. We know we have three months of basketball before us, ending with the tournament during either the last week of February or the first week of March.

We start scrimmage almost immediately and continue it through the month of December. Our first games usually come on the first week-end of January, and we continue with two games each week-end until tournament time. After the month of scrimmage, the team is usually playing a first class team game. In fact, the players are about as far advanced in team play as they will be at any time during the season.

Toward the end of January, we go into our expected slump. I usually wait until I am sure it has arrived before starting back to fundamentals. During this slump, we usually lose two or three games in a row. The supporters of the team as well as the members of the team begin to ask what is the matter with the team. "At the rate we are going now," they say, "we won't get by the first round of the tournament." When this condition arrives, our team is in the right mental attitude to start the process of rebuilding.

During the period when the slump is beginning, I start taking notes on the individual faults of each player. Then we have a conference. I point out to each player the faulty habits he has developed during the season. One may be dribbling too much. One may be locating a spot and trying to do all his scoring from it. The boys may have been passing too much to one player, usually the best shot, depending on him to do the scoring. When the skill of such a player becomes known to the opponents, they watch him more closely and the attack begins to bog down. Having been successful with a certain type of attack and finding it failing in midseason, the boys become bewildered. When we have pointed out all of their individual bad habits and their lack of versatility, they are ready to go back to prac-



John A. Warren



Selby H. Buck, Jr.

tice with an eagerness that two months of steady play have dulled. It is very essential now to have something interesting for them to do at every practice, and, since we have by this time played, or seen play, every team in the conference, we begin to discuss the various types of offensive and defensive plays used by the different teams we may meet in the tournament.

This is where the real progress begins. By limiting the scrimmages to just a few minutes a day, we keep the team eager to play and approaching the tournament in its best form.

Our last scheduled game usually is played on the Friday preceding the Thursday on which the tournament will open. On Monday, Tuesday and Wednesday, we hold only a short shooting practice and a blackboard drill on our opponents' style of play, as we know by this time which teams we are likely to meet.

Because of the fact that there are twelve teams in the Conference, if we go to the finals, and do not draw a bye, we will have to play four games: two games Thursday, one Friday and one Saturday.

We are allowed the use of ten players, which means that the coach has considerable means of conserving his players for the final dash. In my years of observing tournaments, I have seen this privilege misused in both ways. Some coaches allow their first five boys to play almost all of the early games, even though they have a large lead. These coaches state that they want the team to get used to the court and the tournament conditions. I have seen other coaches pull out their first teams too soon and get nosed out. I believe very careful attention should be given to the matter of substituting.

I instruct our boys to play their very hardest when they are in the game, no matter how weak the opposition is, to try to accumulate as much of a lead as possible. I tell them frankly that I hope they can get far enough ahead in the first half so that our opponents cannot overtake our second team during the second half. I do this for two reasons: First, I don't want the first five boys to have to play two full games on the first day, thereby wearing themselves down for the final night; second, I do not believe boys can play good basketball when they are trying to play just a little better than the opposition. I believe they do well only when they are going their hardest. I have seen many basketball players get themselves into the bad habit of standing around by taking things easy against poor opposition.

I do not allow the boys to watch games played by other teams before they have played their game for that day. After they have finished their game for the day, I allow them to watch, and ask them for a report on the strength and weakness of the teams they saw play.

If the tournament is played in Macon,

I insist on my players going to school. I believe it relaxes them and is much better for them than staying home in bed or running around town. If we are playing away from home, I take them to some place of interest in the morning. My experience with high school boys has taught me to believe that they cannot be made to concentrate on anything for over a couple of hours a day. So I do not believe in spending the morning on blackboard drills. Nor do I leave them idle, for their minds to drift back to the tournament.

I firmly believe that if a team is to win the G. I. A. A. tournament, it must be right at its peak for at least the last two nights, for there are always four teams or more which are very evenly matched. Only once in the seven years Lanier has won have we dominated the play on the final night. In this instance, our opponents were off form, and we played our best game of the year.

It is my belief that a tournament composed of all the teams in a given conference is the fair way to establish a championship, for it is the best test of the skill of both the team and the coach.

Reducing the Strain of Tournament Play

By F. B. Foreman
Laramie, Wyoming, High School

TOURNAMENTS are opposed in many quarters on the grounds that the nervous excitement and physical strain which they occasion are detrimental to high school boys. No doubt, such criticism has been aroused by instances in which it was merited. However, I believe that it is possible to remove most, if not all, grounds for such criticism. With proper training and conditioning, boys may play four or five games in three or four days without undue physical strain; indeed, I believe, without more strain than



F. B. Foreman

that which they undergo during a week of intensive practice. While it is true that the nervous strain of a tournament is greater than that of regular scheduled games, I am sure that the coach can create an attitude in the players which will greatly reduce the strain. Naturally, no player should be a member of a tournament team who is not thoroughly examined by a competent physician and pronounced fit.

Laramie High School teams placed third, first and first in 1932, 1933 and 1934. The team of 1933 had but one player from the team of 1932. The team of 1934 had only two of the players from the team of 1933. Thus, I have had the opportunity of seeing similar tactics succeed with different boys. I will try to set down some of the practices which I have found successful.

First, I must say that our schedules are in themselves good training for tournament play. We play a large number of games. Twenty-five is typical. Rarely do we have a week with but one game. Because our towns are so far apart, we cannot play single games away from home except in a few cases. Instead, we make trips, during which we play from two to five games on consecutive nights. (We play only four games on consecutive days to win the Wyoming State Tournament, and have no traveling to do.) By tournament time, our boys are well over the novelty and thrill of being away from home, eating at a cafe or in a hotel dining room, sleeping in strange beds or looking over a strange town. Our current schedule requires us to travel 2,870 miles, including the state tournament.

Throughout the season, we try to create and maintain this attitude: "As we take the floor for every game, we are determined to play the hardest and best game of which we are capable, regardless of our knowledge and opinion of our opponent. If we are able to establish a safe lead, the reserves will take over the job of maintaining that lead." This policy tends to minimize the emotional excitability caused by crucial games and to prevent a team from playing "dub" ball when against an inferior team. Naturally, it doesn't always work, but on the whole it helps.

During the season, at no time are the players pushed to the limit. A letting down of enthusiasm, a tendency to miss practice, a display of temper toward a team mate: these or similar tendencies are taken as an indication of overwork, and the brakes are put on. Ten days before the tournament I lay off the squad completely for three, four or five days, depending upon the degree of insistence the boys show in wanting to resume work. I want them eager to get at it again. When I am satisfied that they are really eager, then we put on the big drive. Those four, five or six days before the tournament, we work at top speed, with not very much scrim-

mage, but with many and varied passing and shooting drills. Sure, high speed passing is the watchword.

We travel to Casper, Wyoming, the tournament city, 250 miles distant, by car on the preceding day. We stay at the same hotel in which we have stayed during the season while making Casper our headquarters on a trip. Never are more than two boys assigned to a room. We ask to be placed in as quiet a section of the hotel as possible.

We spend very little time at the gymnasium watching other games. Such a practice is deadening. I like to keep the players' minds off basketball as much as possible. We take a brisk walk once or twice a day. Or we ride out into the hills where we get out and frolic as a group of boys loves to do. We frequently attend a movie just before going to dress for a game. There is no finer way to remove that pre-game tension.

Some of the boys complain, jokingly, that they do nothing but sleep during our stay at the tournament. They do get a lot of sleep. It so happens that Laramie High has always been placed in the bracket in such a position that we play all of our games at night. We have the day to use as we will. We sleep late. Breakfast is at 10:00 o'clock, a hearty one. The boys are then free till 2:30. Then they turn in, with their clothes off and the windows open. They are given a good dinner three to three and a half hours before game time. After dinner, they read, play cards, attend a movie or indulge in some other such diversion till time to dress. After the game, they eat a light lunch. Then they go to their rooms. There is no horseplay or rough-housing. Many a game is lost the night before, rather than on the game floor. Our boys understand that they may not "gang up" in one room at night. When they turn in, it is to sleep.

I think it important that the boys be fed good, wholesome, well-cooked food. They should not be turned loose to eat where they wish. Any coach knows what not to permit his players to eat.

In the dressing room prior to a game, I like to have a note of seriousness. The team clown is quiet. If there are signs of grogginess, I have found that a brisk, brief alcohol rub invigorates the players. On the whole, I believe oratory and hair tearing to be useless. Occasionally an individual may be benefited by something inspirational. The coach should remember that the boys want to win as much as he does. A brief review of the opponents' style of offense and defense, assignment of a player to a particular opponent, discussing the team's own plan of offense, defense and game strategy, a word of encouragement here, a warning there; such necessary discussion should be done quietly and simply.

The championship tournament is the

climax of the season, the time when a team should reach the peak of its possibilities. The coach should remember that every practice and every game throughout the season builds habits which will be sure to bear their fruit in tournament play, be they good habits or bad.



H. L. Jacobson

Keying Only for Final Tournament Games

By H. L. Jacobson

Beloit, Wisconsin, High School

BELOIT has won the Wisconsin State High School Basketball championship for the past three years, the last two years under the present coach. In this article I shall try to bring out several of the things we do at Beloit in trying to get the boys in fine fettle for tournament play.

In Wisconsin, the tournament system calls for district tournaments, the winners of the eight district meets going to the state meet. We do not have sectional tournaments in Wisconsin. As it is impossible for any coach to have his men at the peak of their game for any length of time, we try to bring our players to their best performance just before our district tournament.

During the last two years, Beloit has been blessed with some wonderful material, and we have won our conference championship both years. Toward the end of the season, we ease up on the practice a good deal by having light work on Monday night and then good workouts on Tuesday and Wednesday, with no practice on Thursday. Sometimes we also eliminate our Tuesday practice. Our games are all played on Friday nights. With a practice schedule like this, the boys never grow stale from too much work, nor do they get sick and tired of the game as the season draws to an end. The Wisconsin Interscholastic Athletic Association limits the number of games a school may play; so we play only one game a week throughout the season.

Our regular schedule ends on a Friday, and the next Thursday the district tournament begins. Eight teams compete in each district meet; so it is necessary for a team to win three games to be allowed to go to the state meet. We practice every night just before the district meet: a hard workout on Tuesday night and light workouts on Monday and Wednesday. In these final tuning-up practice sessions, we stress the importance of the coming games, and we try to key the boys up a bit for the approaching tournament. In these final workouts, we talk over all possibilities and situations that may arise in tournament play. We spend considerable time working against a zone defense, as we never see this type of defense in our regular schedule. The boys are warned against using the fast-break too much, because in a tournament their energy must be conserved for the final night. We make an effort to achieve better free throwing.

Beloit is so situated that we are only forty miles from the district tournament center. We never stay in this city over night, and we eat as many meals at home as is possible. The boys are told simply to be careful of their diet but to continue to eat what they are in the habit of eating. I never like to have my boys sit through a tournament session and watch the play for any length of time. However, I like to have them look at our next opponent for about a quarter to get a general idea of the play and to study out the defensive assignments. After the game, the boys are given a good lunch before driving home. No time is lost from school unless we are scheduled to play in the afternoon. The boys should not be excused from school, as school work will keep them busy and keep their minds off the game. We try to key them up for the final game of the tournament. It would be folly to key them up for every tournament game, as the edge would soon wear off.

There is usually a lapse of two weeks between the district tournaments and the state tournament in Wisconsin. Very little practice is held during the first week, but we get out on the floor twice and take a short, quick workout.

Our practice during the last week before the state meet is speeded up considerably as we enter the final drive of the season. All boys are given new shoes and new equipment throughout, which helps to "pep" them up. Both sets of suits and sweat suits are dry cleaned. We follow the same procedure of driving back and forth to the state tournament center at Madison, which is fifty miles away. I feel that we have a big advantage in this matter over the teams which must remain in Madison for the entire tournament. Just before our final state championship game, we try to key the boys up again. Each boy is shown plenty of individual attention, and the importance of the game at hand is stressed.

A Combination Crisscross and Side Line Attack

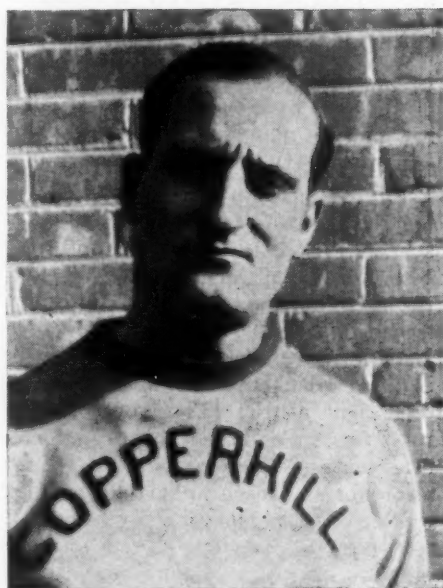
By E. A. Hetzner
Copperhill, Tennessee, High School

CORRECTLY fitting style of play to material is a problem every coach must solve. The coach may select a certain style which will fit his material for a period of years, but there will some day come a time when the material will not fit this offensive system. If the coach persists in imposing his pet system on material it does not fit, a disastrous season will result. It is frequently necessary for the coach to deviate from his pet theories regarding offensive and defensive styles of play and make changes which will be better adapted to the material at hand.

The predominating style of basketball offense today seems to be the pivot play or variations of it. I am prejudiced against this style because I have felt that my material has not been capable of using the pivot play. I have witnessed many teams who use the pivot play and have felt that in a great many cases some other style of play would be better adapted to the players.

It is not the purpose of this article to criticize the work of other coaches, nor to belittle styles of play. All styles have their merits as well as their weaknesses. In view of this fact, I want to present an offense which we used last season with

AFTER graduating from the four year course in Physical Education and Athletic Coaching at the University of Illinois in 1929, E. A. Hetzner at once took up his coaching duties at Copperhill High School. In his five and a fraction seasons as coach and athletic director, the basketball teams of this eastern Tennessee school have won seventy-seven games and lost but twenty-seven. Five of the victories were won early this season. The offense Mr. Hetzner describes here he has used only since the fall of 1933, but he has had excellent success with it against all types of defense. He suggests its use by coaches who are having difficulty in adapting the more popular prevailing types of offense to their material.



E. A. Hetzner

great success and which we are using again this season. It is a combination of the crisscross and side line attack. We use the crisscross in the back court when the guards and center bring the ball up into the offensive court.

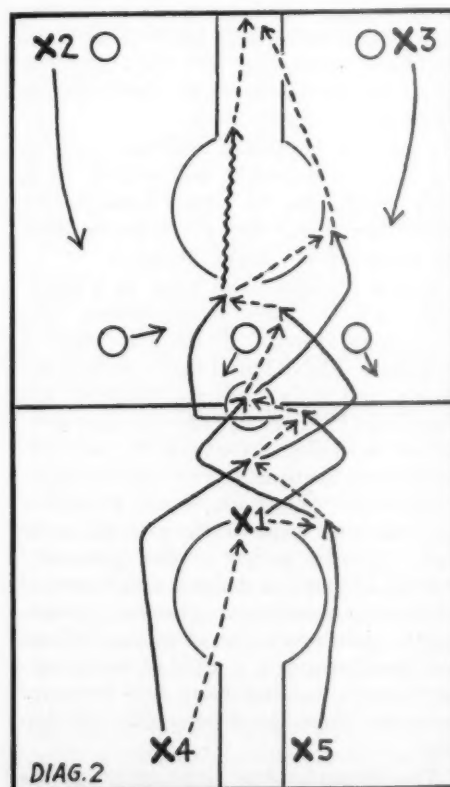
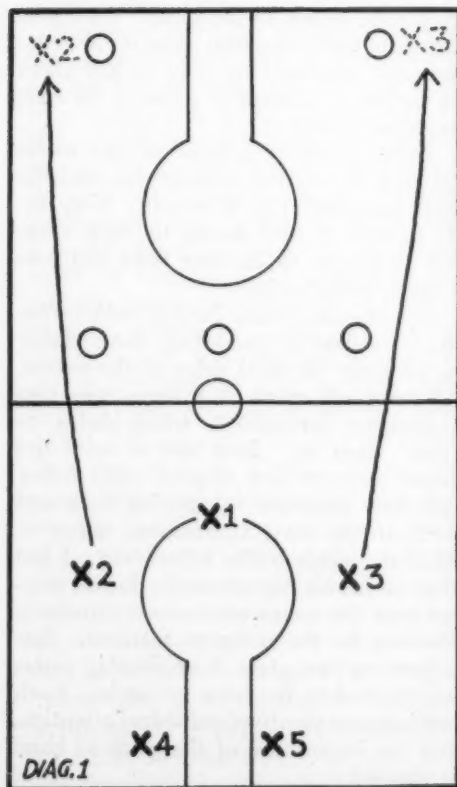
Diagram 1 shows the starting positions of the offensive men. We use a zone defense, and this provides excellent balance for a starting formation. X2 and X3 dash for the offensive corners as soon as the ball has been recovered. When one of the guards recovers the ball and dribbles to the side line for safety, the center and opposite guard move over to present a balance for the start of the crisscross. No set plays are used. In teaching this of-

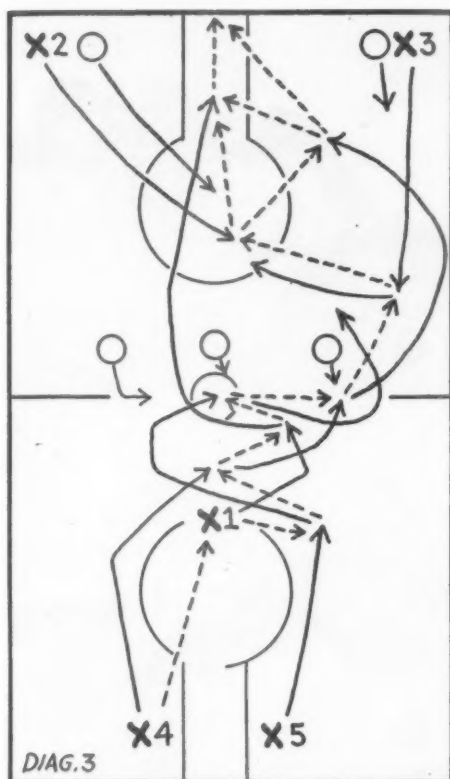
fense, possible play situations are demonstrated, and the players are allowed to use their own initiative in developing plays.

Diagram 2 shows the normal crisscross attack. Whenever the defense moves out to stop the crisscross, then by careful ball handling, fakes and feints the three men bringing up the ball are able to elude the front line defense and slip behind it to the free throw line for shots. The two forwards X2 and X3, break out from their corners to points about halfway to the center of the court and come in behind the ball for defensive balance.

When the defense goes into the back court to stop the attack, then the forwards break toward the lanes left open by the defense.

Diagram 3 shows the defensive front line attempting to break up the crisscross. X3 comes out of his corner and along the side line, and X2 cuts to the free throw line for a pass from X3. X2 draws his guard with him, which leaves his side of the floor open. X1 dashes to the basket behind X2 and receives a pass from X2. (This possibility occurred most frequently for us last season.) Another possibility is for X2 to pass to X4, who may shoot or



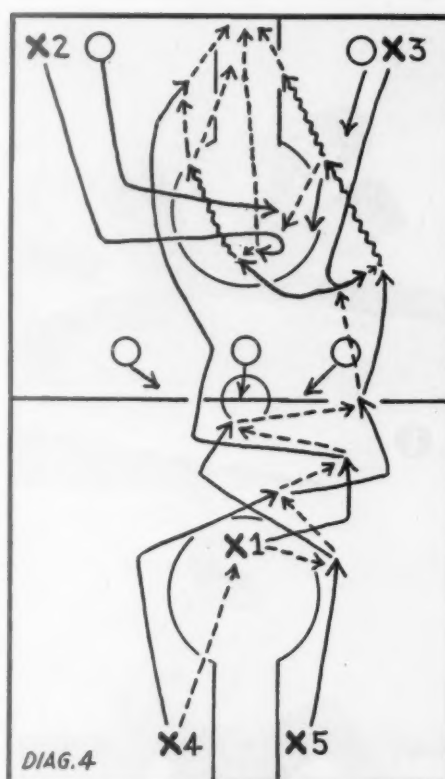


pass to X1 under the basket. Should X2 be too closely guarded to receive the ball, then X3 may pass back to X5, who in turn may pass in to X1 breaking for the basket.

Diagram 4 shows possible screen plays by the forwards. X3 breaks out of his corner to receive the ball from X4, pivot and pass back to X4, screening his own guard away from X4 as he does so. Here X4 has the option of dribbling in for a close shot or of passing to X2, breaking out of his corner toward the free throw line. X2 may either attempt a shot, or pivot and pass to X3 if closely guarded. In the latter case, X3, using X2 as a screen, may dribble and pass to X1 under the basket, or he may himself take a shot.

Much time must be spent in drilling the three men who bring up the ball to prevent the defense from making interceptions.

I have found this style of play successful and one that is hard to break up. To the coach whose teams must play opponents using various types of defense, and who must play on all sizes of court, this offense may prove of interest.



Wrestlers, Use Your Legs!

By R. K. Cole

Coach of Wrestling, Brown University

NO SPORT in the world is older, farther advanced or more natural to man than wrestling. Grappling with one another in serious combat or in mere constructive exercise is one of the pastimes in which man has indulged for centuries and, undoubtedly, will continue to so indulge to the end of time. Self-protection, preservation and defense are inherent in man's make-up; therefore, it is natural for him to be very close to tactics which manifest these qualities.

Wrestling started as a competitive game long ago and has been carried along to the present day into probably all countries of the world. The sport has been a regular activity of European schools for many years but has only recently been introduced and recognized in the institutions of the United States. Twenty-five or thirty years ago, collegiate wrestling in the United States was in its infancy. Many universities and colleges sponsored the sport, it is true, but only in a minor degree. As in all other departments of collegiate sport, wrestling has progressed rapidly in the few years since its baptism and at the present time holds a major position in the athletic program of most sport-minded schools of this country.

Many people, including myself, maintain that there is nothing new in the wrestling game. In other words, a host of coaches and wrestlers feel that, because of the age

A GRADUATE of Iowa State College in 1931, R. K. Cole has for nearly four years coached wrestling at Brown University. He was National Collegiate champion in the 135-pound class in 1931. He received his collegiate training from Coach Hugo Otopalik. In this article he points out some of the advantages to wrestlers of a thorough knowledge of leg holds.

"A wrestler who uses only his arms and shoulders," writes Coach Cole, "is at a disadvantage when he meets an opponent who uses his legs as well as the rest of his body."

Articles on wrestling recently published in *The Athletic Journal* include "A Pictorial Lesson in Amateur Wrestling" and "Amateur Wrestling—Builder of Boys and Men." Both are by Hugo Otopalik. The first, published in December, 1934, contains fifteen illustrations of wrestling holds. The second, in the January, 1935, issue, has three illustrations.

of the sport and the many thousands who have been connected with it over a long period of time, no grips, combinations, maneuvers or strategy principles are novel. In a broad sense, this belief is justified. But who has a complete knowledge of wrestling? No one, just as in other divisions of education no one knows all that completes any one chosen field. Coaches and participants are always coming in contact with, to them, new methods of procedure in other types of athletics. It is

the same in wrestling. Up to now, there is no volume which contains even a fraction of the complete data concerning wrestling. It is the task of all who are interested to gather what they can by participating, observing others and reading what little printed matter can be found on the subject.

There is so much that could be written about wrestling and so little space here available that this thesis must necessarily be abbreviated. So-called Graeco-Roman wrestling permits the use of the body only from the hips up. Catch-as-catch-can wrestling prohibits the use of no part of the anatomy. The latter style, which is the one employed in the collegiate circles of the United States, is obviously the type of grappling which is most complicated and interesting. The more possibilities a person has, the greater should be his progress. A wrestler who uses only his arms and shoulders is at a disadvantage when he meets an opponent who uses his legs as well as the rest of his body. Why then should leg wrestling not be taught to all who participate in the game?

In the following pictures are shown and described a few of the positions which are used in leg wrestling. It is hoped that this article will benefit all who are interested in wrestling and that it may call this subject to the attention of those who may be indifferent to it.

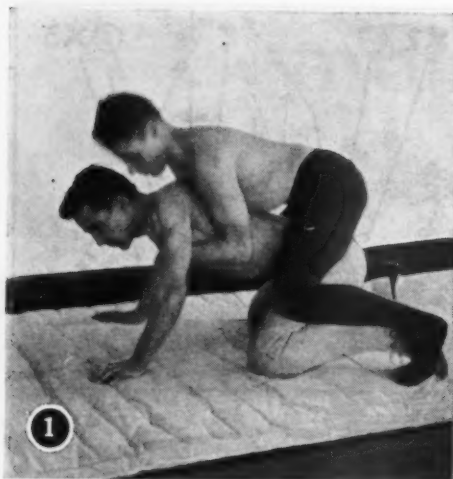


Illustration 1—This picture illustrates the correct position taken by a leg wrestler (in black tights) on the offensive. It is important that he keep his arms behind and under those of his opponent and keep his opponent's rump between his legs. From this position, the top man can follow his opponent in any direction and apply various leg holds.



Illustration 2—If the defensive man (in black tights) sits out, as shown, the top wrestler hooks both feet inside the legs of his opponent and also applies a chest lock. This combination is only a means of clinging to an opponent; no pinning hold can be derived from it. Note the type of hand clasp used.



Illustration 3—A leg grape-vine and wrist hold combination is a very effective means of staying with an opponent. The offensive wrestler (in black tights) could apply a half-nelson with his left arm and thus make a pinning combination from the position illustrated. However, the combination grape-vine and wrist hold is primarily a riding maneuver.



Illustration 4—A combination of near leg grape-vine and farther arm hold (as demonstrated by the wrestler in the black tights) constitutes one type of the cross-body ride. With the use of this combination, a clever leg wrestler can stay with his opponent a great length of time. However, the defensive man can break the hold by rolling to his left side and jamming his arm, elbow first, between his own body and that of his opponent and then turning himself up over his opponent.

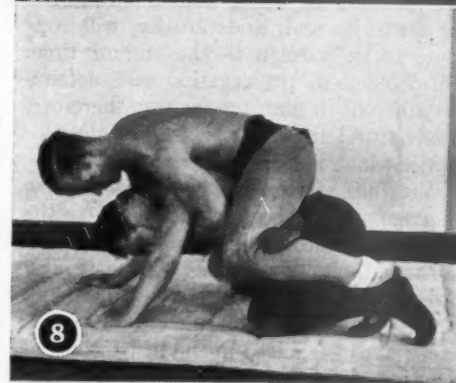
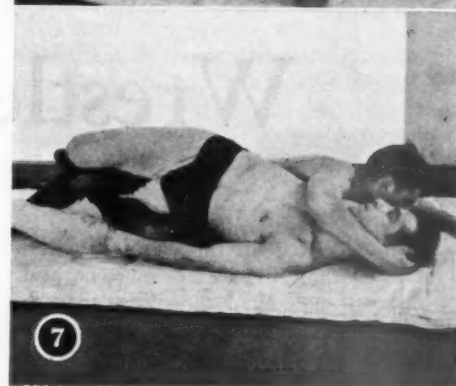
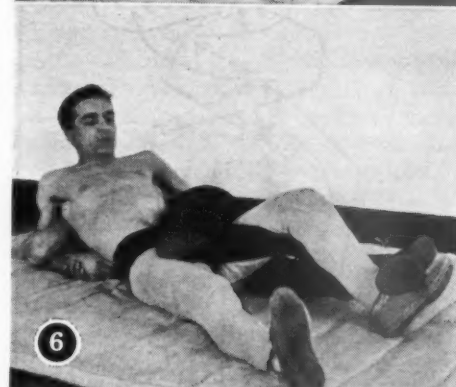
Illustration 5—This type of cross-body ride (demonstrated by the man in the black tights) is superior to the one previously shown. Notice that the arm lock is taken from behind the defensive man's arm and that the legs of the offensive wrestler are now in a hook-scissors. This combination is very difficult to break.

Illustration 6—The offensive wrestler (in black tights) has fallen backwards from the position shown in Illustration 5 and carried his opponent nearer to the mat. While in this position, he tightens his legs and arms, thus stretching his opponent taut. Dropping the wrist hold, he carries his arm around the neck of his opponent.

Illustration 7—This illustration shows the pinning position from the cross-body ride. The offensive man (in black tights) now applies a one-arm head-lock and carries his opponent's arm under his chest. This series is one of the most effective in leg wrestling.

Illustration 8—From the position shown in Illustration 1, a hook-scissors and half-nelson may be used as shown here. It is important that the offensive man (in white tights) hook his left foot over his opponent's leg.

Illustration 9—This position shows a fall from the hook-scissors and half-nelson. Note that the offensive man (in white tights) has changed his half-nelson to an arm-hook. By tightening his legs, the top man makes it doubly difficult for the defensive man to escape.



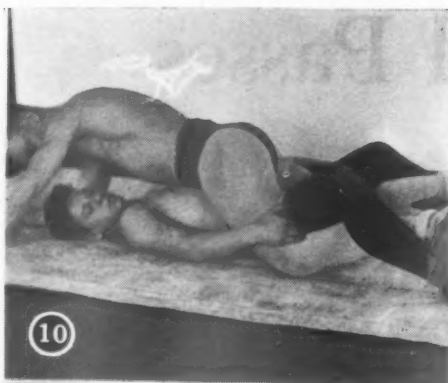


Illustration 10—This hold is known as a top double-leg grape-vine. The top wrestler tightens his legs and leans far forward, pinning his opponent to the mat. The offensive wrestler (in white tights) may increase the efficiency of the combination by applying a one-arm head-lock.



Illustration 11—This hold is called a short-arm scissors. Its effectiveness may be increased if the offensive man (in white tights) gathers his opponent's legs in his right arm and lifts them forward. This grip is highly intricate and requires much time for complete mastery.



Illustration 12—The reverse short-arm scissors is shown in this picture. Here again the hook-scissors is applied by the offensive man (in white tights), to one arm of the defensive man. To secure a fall from this position, the offensive man must maintain excellent balance. This is a complicated hold but effective when properly used.

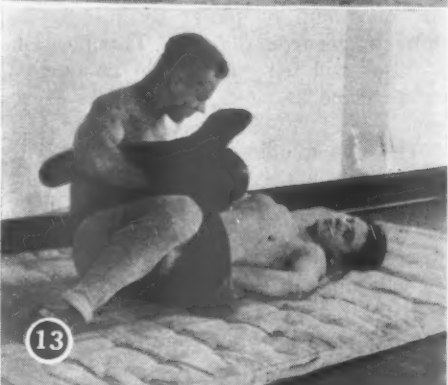


Illustration 13—This combination, known as the "pretzel," is extremely difficult for the offensive man (in white tights) to apply because of the complications which accompany its application. Nevertheless, it is possible to apply and, if once secured, is hard to break.



Illustration 14—This illustrates the starting position of the head-scissors and crotch hold. The offensive wrestler (in white tights) presses his legs against his opponent's head. Note the position of the double wrist hold. From this position the offensive man carries his opponent over to his side.

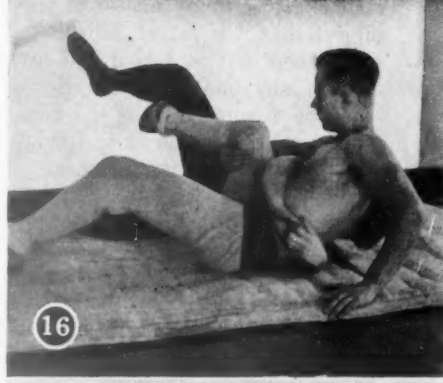


Illustration 15—This position shows the first phase of the leg-switch, a hold used to escape from underneath. By lifting hard with the leg and arm, the underneath wrestler (in white tights) can throw his opponent to his side.

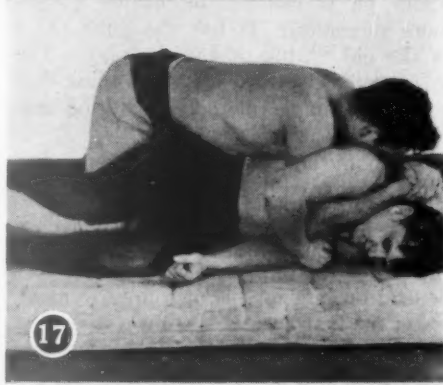


Illustration 16—This illustration pictures a second phase of the leg switch. From this position, the defensive man (in white tights) quickly turns toward his opponent and gains the offensive position.

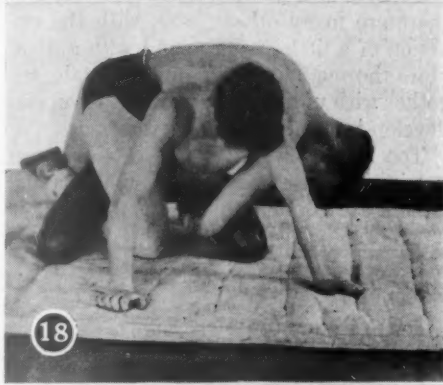


Illustration 17—By hooking his opponent's leg, as shown, a defensive wrestler (in black tights) can keep him from coming to the front on either side, thus stopping him from applying the half-nelson. This hold is often used when the defensive wrestler is tired.



Illustration 18—From the position shown in Illustration 1, the offensive man (in white tights) can apply a leg-split, the first position of which is illustrated here. A hook-scissors on the near leg and an arm lock on the farther leg are applied. The top man falls forward or backward and carries his opponent with him.

Illustration 19—The offensive wrestler (in white tights) then tightens his grips and proceeds to carry his opponent over backwards to the pinning position.

Forward and Lateral Passes in Football

Technique of the Forward Pass

By Harry Stuhldreher

Head Football Coach, Villanova College

THERE are so many phases of this subject that it is rather difficult to single them out and give you my impressions of any one of them. However, it may be of some interest if I confine my few remarks to the basic fundamentals of throwing the forward pass.

In doing so, I will not go into any fakes or eye-work. Regarding the latter, I might say that a few years ago the good passer was the one who looked one way and threw another. Today, with the exceptionally bright defenses operating, the simple things, such as the passer throwing where he is looking, oftentimes proves more successful. It has the same effect as the old Statue of Liberty play. The smart defensive team blushes to think that any such simple method would be employed.

On many occasions I have been asked whether there is anything to the minor details in the development of the pass. Too many of us are satisfied if a candidate can throw the ball, and, consequently, we depend on him for his own improvement.

Let me first correct the impression that a passer has to be born. It is true that some boys can never become passers, but there are many others, who, with the exertion of a little patience and with a little more thorough study of fundamentals, together with untiring efforts in practice, can develop into mighty good passers.

Too many boys do not care to take up passing because they have small hands. Others are content to lay a ball on their

AS in former years, the American Football Coaches Association has authorized THE ATHLETIC JOURNAL to publish the proceedings of its annual meeting. Presented here are the first of the addresses on the technique of football delivered at the Fourteenth Annual Meeting, which was held in the Hotel Pennsylvania, New York City, December 27-29, 1934. Other addresses will be published in subsequent issues. The complete proceedings will not appear in THE ATHLETIC JOURNAL, but they will be published in booklet form and distributed by THE ATHLETIC JOURNAL without charge to all members of the American Football Coaches Association and to any other coaches who send in requests before the date of publication.

hands in any manner, and, just as long as they are able to get the ball down the field, become satisfied and feel that they need no further improvement. It is not sufficient to get the ball somewhere in the vicinity of the receiver; it must be thrown so close that the latter needs to adjust himself only slightly in order to make the completion.

The passer does not need a large hand, provided he develops the technique properly. A couple of little exercises will do the trick. There are varying opinions on this subject, but I will confine my remarks to my own theories.

The touch is an all-important fundamental. The finer the "feel," the more control the passer has of the ball. We liken this idea to the playing of the piano. The pianist does not strike the key with the full finger. Neither does the passer grip the ball with his entire finger. His grip is confined to the end joints. Too much traction on the ball will cause confusion and difficulty in getting the desired effect.

Without paying any attention at first as to how the ball should be held, we concentrate our efforts on the development of the end finger joints. Footballs are placed on the ground and the potential passers pick them up with their finger-tips, digging into the balls without having them touch the palms of their hands. They do this exercise religiously until they can pick the balls up and hold them without a slip. The next development which follows is that, when the balls are picked up, the boys will throw them downward and again retrieve them with this grip before they reach the ground. This exercise is not so difficult as it sounds, but it does necessitate plenty of practice to gain the needed con-

fidence. Even after the boys have mastered the joint grip, they must continue in its daily practice to keep attuned. Doesn't the pianist always exercise his fingers before giving a recital? The same condition holds true for the passer. The mastering of this detail will do away with the statement so often made by a football candidate: "I can't throw a pass; I haven't got a big hand." We must remember that small hands ordinarily go with small boys. These boys, to be effective, must master the tricks of the game. Often they are good runners, and, with the pass at their command, they become so much more dangerous.

After the passer gets the "feel" in his finger tips, the next problem is how to hold the ball. It makes little difference whether he places the little finger or the thumb on the lace, so long as he confines it to one finger. Rather than to have three or four fingers over the lace and perpendicular to it, the proper method is to slide the hand around so that the forefinger is parallel to the seam and extended as far as possible toward the point of the ball. It will be noted then that only one finger can be on the lace.

The index finger is the power behind the throw, so you can readily see that the nearer this finger is to the point the more power the passer will have. "Bo" McMillin is the only passer I know who has got the maximum of power by placing his power finger over the end. This position, as "Bo" will tell you, cannot be taught; so we come as close to this ideal as we can.

The two middle fingers, together with the thumb, act as balancers, but do very little work. This leaves the little finger on the lace as the spiral digit, and the forefinger the one that generates the speed. In following out this method you will note that the palm of the hand does not touch the ball. Everything rests on the finger tips.

This brings us to the type of arm movement to be used—the overhand or the side-arm. The side-arm pass offers too many difficulties and has been cast aside by all good passers. I may point out that practically every time a pass is thrown, the in-coming linemen are all over the passer, and, in order to get the pass away from their upstretched arms, the side-armer would have not only to get the pass away more quickly but would also have to raise the arc of the ball, and this would cut down on his accuracy. Again, the passer must not throw any kind of run-



Harry Stuhldreher



B. W. Bierman

ning pass employing the side-arm method, inasmuch as too much body enters into it, which throws the passer off balance. In the release of the ball in the side-arm throw, there is no definite spot in the arc where the ball is consistently released. This naturally helps to cut down on the accuracy.

The overhand, or baseball catcher's throw, is by all means the one type to use. It overcomes all of the above obstacles and has the added faculty of giving much more confidence to the passer. It is simply a quick motion of the arm directly back to the ear and a release forward in the very same arc. The ball practically always leaves the fingers at the same point, that of the arm fully extended. You will notice that in this pass the arm, primarily, does the work, with the body following through in the same fashion as in the finish of the throw of the baseball pitcher. After the ball is released, the passing hand, with palm downward, should point directly at the target. This offers a gunner's sight and should put the ball on the target.

A peculiar difference must be noted in the footwork of the pivot pass as against that of the running pass. Assuming that the passer is right-handed, the start of the pivot pass should be from the right foot, and the finish on the left. On the running pass to the right, the pass should be made off the left foot and finish on the right. The reverse is true when the running pass is made to the left. The reason for this change of footwork is simply that the body must always be evenly balanced, and, while the player is on the run, the body is always leaning forward, and consequently we have the use of the forward leg as the starting point.

In the overhand pass from the ear, there are three kinds of passes that are essential. There is the split second pass in which the passer is looking between two defenders

and has to zip the ball quickly between them to the receiver. Then there is the medium pass in which the receiver is given a lead because, probably as a result of his fake, he has got away one or two yards from the defenders. This lead depends on what distance the receiver needs and how good the fake was. The pass is a medium lob pass, and I say "medium" because if the receiver is given a "bee line" pass it has to be perfect, and there isn't such a thing as depending on a perfect pass all the time. If the passer gets a little height into the throw, the receiver is able to adjust himself to the ball on the run and, in so doing, make many more completions than he ordinarily would with a bullet pass. The third type of pass is that used in throwing directly over the line of scrimmage, when there is a secondary defense backing up the line, the defensive men retreating to take care of their respective territories. The receiver is loose, but he is fairly close to the defensive players, and, as a result, if he is given a bullet pass or a medium one, it will be intercepted or knocked down. Consequently, the pass for this situation is a soft pass.

The ideal feature of this set-up is the fact that all three types look alike when they are starting. It makes no difference whether the pass is going to be fast, medium or soft; it is started in the same way and ended just a little differently, which does not inform the defense ahead of time what type of pass is being thrown.

The passing game is becoming more and more important every year. It is well worth our while to get down to the bottom of it for improvements. I know that if you add these few little pointers to your fundamental work, you will have, in place of throwers, passers.

Forward Pass Defense

By B. W. Bierman

Head Football Coach, University of Minnesota

FORWARD pass defense is a catch-as-catch-can proposition, and possibly the power of prayer is really the best defense. But there are a good many points that may be brought up. I am not attempting to cover the whole field but just take up certain sections of it.

The pass defense may be divided into two distinct parts: The first part consists in having certain men rush the passer, and the second part consists in having the men who drop back in the secondary cover the pass receivers or play the ball.

In my opinion, the more important phase of the defense is the rushing part. I should like to know about it if there is any way to stop a pass, assuming that the ball is thrown by a good passer who is using his head and is cool and that the passer has all the time he wants to make his throw. There is too much territory for any kind of secondary to cover adequately. On the other hand, there would be no need of a secondary if the passer were rushed

so fast that he couldn't throw the ball. We can never hope to reach this ideal, but the closer we get to it the less effective the passing is going to be.

A passing team can get away from rushing in two ways, of course. One is to furnish good protection for the passer, and the other way is to have the passer drop back so far, starting from a rather deep position and dropping back, that defensive players can't catch up to him. But the farther the passer drops back, then the easier it becomes for the defense to cover his throws. In other words, if the passer throws a 20-yard pass (I mean 20 yards from the line of scrimmage) from 5 yards back, he actually makes a 25-yard throw. If he goes back 15 yards, he makes a 35-yard throw, and on the 35-yard throw the secondary players can move much farther after the ball is thrown than they can on a 25-yard throw.

While I believe that rushing is the more important phase of forward pass defense, I am not going to go into any great detail on it. I am going merely to make this statement: We at Minnesota don't talk about a passer. We say the other team hasn't any player who is a passer. A player may become a passer, but, until he actually throws the ball, he is a ball-carrier, just the same as any other ball-carrier; and in our rushing we treat him as such. The men who are rushing are not assuming that any offensive player is going to throw the ball, so long as the ball is in his possession. They assume he is going to carry it. If the ball gets away, we have to make adjustments for that.

Now, the other phase of the defense which, of course, is very important, too, is the matter of covering. We have the two extremes: straight man-for-man covering and straight zone covering. Possibly some teams can use one or the other successfully, but, if they can, I should like to know just exactly what the secret is. If a defensive team is using a straight man-for-man defense, perhaps it will have a defensive man playing in a safety position 15 or 20 yards back of the line. Now, if the player assigned to the safety man stays on the line of scrimmage, naturally he can't be covered from a point 15 or 20 yards back. So, in a man-to-man defense, some switch of men has to take place to provide for such situations.

Then, again, if the defensive team is playing a straight zone defense, there are some dead spots. A coach can't plant five or six men in certain parts of the field and have them cover everything, unless they are paying some attention to the receivers. So I think that all teams, to get the best results, must have some combination of the two types of defense, some adjustment of the two. Whether our players use a zone or whether they use a man-to-man defense, we don't talk very much about it. I don't know, to be frank about it, whether our system is a variation of zone

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or man-to-man, but it is somewhere between the two.

I believe that much more important than the team defensive scheme is the individual work on covering. A point we lay much stress on in individual covering is this: The defensive player who is taking care of an offensive man must keep that man between himself and the passer. (See Diagram 1.) At times that becomes a little bit difficult, but by doing a great deal of practice on footwork, dropping straight back, running and crossing over with his left leg, a boy can learn to maneuver very well and keep the offensive man he is watching between himself and the passer.

The most important point for the defensive man is to keep his eye on the ball. Now, no matter whether a man is covering so-called man-to-man or zone, if he ever loses track of the ball, he is going to be rather ineffective. We stress that point all of the time.

Another idea that we try to give to our men, to increase their confidence, is this: We tell our players that they can run about half as fast as the ball is going to travel. This means that, if the ball is passed 20 yards down the field, the boy who is watching it closely and has a little ability to judge it can move over 10 yards to get to it. But if he doesn't see the ball, he can't move any place to get it. If he doesn't see it until it has covered half its flight, he can move only half as far as he could have moved had he watched the ball all the way.

There is another fact that we have discovered. The average boy, when he first starts to cover passes in the secondary, wants to get on the receiver's shoulder and play him too closely. We like to have him keep a position a good distance away from the potential receiver. If the man who is covering the receiver stays away from him, then it is much harder for the latter to fake the defensive player, and, if the defensive player is faked a little bit out of position, he has more time to adjust himself.

Now, let us take, for example, a man who is covering an end coming down the field. (See Diagram 2.) If the defensive man permits the end, E, to come down, and if he gets very close to the end (Position 1 in Diagram 2), then it is easy for the end to make a turn, because he can cut to his right and be free. But if, as the end comes down, the defensive man keeps a considerable distance away from him (Position 2 in Diagram 2), he still is in position, if the end turns suddenly, to adjust himself and keep the end covered very easily.

I am not going to go into detail on the footwork and practice that we do on individual pass defense. It takes a great deal of practice. There is one drill that I have found very beneficial for the men covering in the secondary. We plant four or five

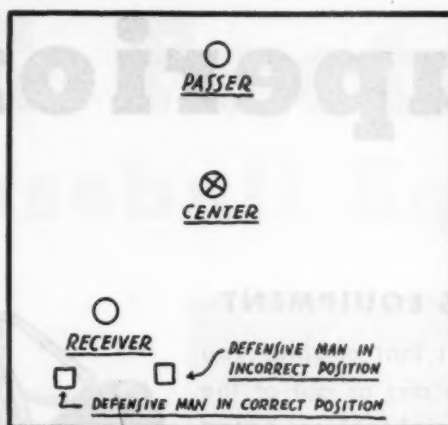


Diagram 1

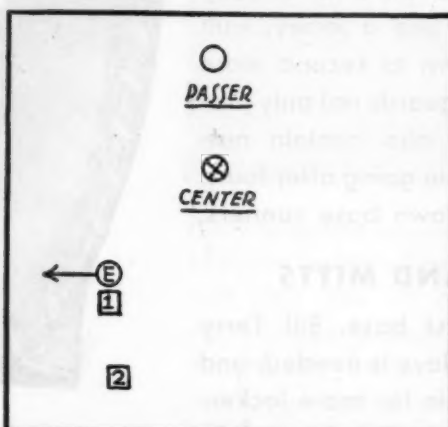


Diagram 2

defensive men down the field, without having any offensive receivers at all, and put a boy up the field to throw the ball. He just stands and fires the ball toward one spot and then toward another spot in the secondary. We get the defensive men used to judging where the ball is going to go and teach them to cut in on it.

As in baseball, we find this to be true: A man hasn't much idea where a ball is going to come down unless he has had considerable experience. The minute a ball starts, a good outfielder can tell about where it is going to land. We find that our football men, with a little practice, improve very rapidly in their judgment of where the ball is going to land.

I am not going to attempt to give any one specific, complete system of covering. I believe that a number of systems, with many of the usual detailed assignments of the secondary men, can work out satisfactorily. Of course, in all of them the boys are going to make some mistakes and, after all is said and done, their individual work is going to determine whether or not the system is successful. There is one consideration, however, that may simplify any system of defense. It is true that pass receivers have most of the field to work in, but we go on the assumption that there are only two methods a coach can use in sending pass receivers down the field; that there are really only two things that pass receivers can do that are fundamentally different. So we cover a little bit differ-

ently when they do one thing than when they do the other.

We have a formation and it works out the same way for either method the coach uses; for either course the pass receivers take. The spreads are different, but we take any standard formation and work on the basis that four is the usual number of offensive men who come down the field. If a fifth man comes down, we have to take care of him. If less than four come down, one of our defensive men is released.

In the first method, the offensive ends cross the line of scrimmage, each on his own side, and the two backs come down, both crossing the line of scrimmage on the same side of the center. In the second method the backs are split. One back goes out and crosses the line of scrimmage on one side, and the other back crosses on the other. Then there are minor differences. The receivers may start in either one of the two ways and do some criss-crossing down the field.

Now, aside from those things, about all that the passing team can do is swing an end around behind his own line of scrimmage. We vary our pass defense only in the details. Where do the pass receivers come from? Do they both come down one side, or do they split and does each come down a different side? We adjust our defense accordingly.

I believe we can't talk much about whether a 3-2 or 2-2 original set-up in the secondary is the stronger for pass defense. I believe it doesn't make a bit of difference whether we originally start with a 6-3-2 or 6-2-2-1 formation; the whole difference is how well the defensive players see what the offense is doing and how well they carry out their individual assignments.

I find that when players are covering down the field, their confidence, in addition to their individual ability, is very important. If the secondary players have the feeling that they are scared to death that the offensive team is going to pass, no matter how good their ability is, they are going to have passes completed against them, because they get in too much of a hurry; they get panicky.

The average player who comes to our university, and I think possibly all other coaches have the same experience, feels pretty well satisfied if he knocks a pass down. Now, we figure this way: Even though our pass defense is good, the opposing team is probably going to complete about one-third of its passes. If we stand back and knock down the first two, and the third one is completed, the chances are that the opponents have at least a first down on us. So, if we are spending our time knocking down passes, and if we are up against a good pass attack or just a fair pass attack, our opponents still can go somewhere with it. I like to bring this idea home to the secondary players: If they knock down a pass, they have accom-

The lateral pass will not revolutionize the game and make a basketball game of football, but it will open up the play, make it more interesting from a spectator's viewpoint and compel the defense to become more alert. A powerful running at-

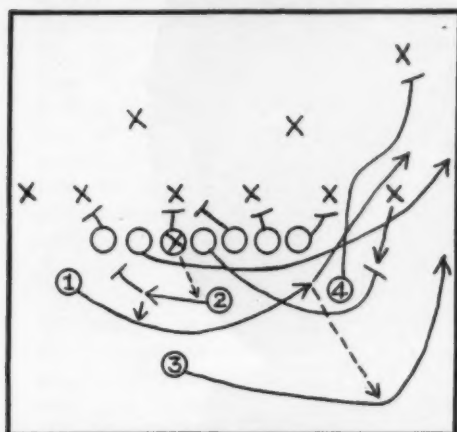


Diagram 1

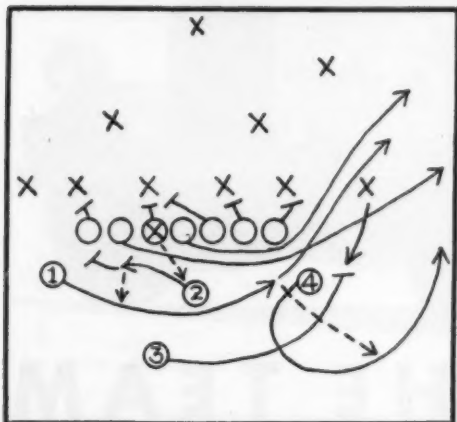


Diagram 2

tack will still make yards, however. Just as certain teams place their main dependence upon their running game and others rely on their forward passing, so we may expect still other teams to develop the lateral pass as a dangerous weapon.

If we are to develop a good lateral pass attack, we will have to revise somewhat our old idea of "duck your head, squeeze that ball and drive low." The ball-carrier will have to be more alert to sense the possibilities of the situation. He must have a sense of timing and finesse to pull the would-be tackler in on him and then make the pass to his team mate in the open.

The Football Rules Committee should make some clarifying notes as to the last moment the ball may be back-passed when the passer is already in the grasp of an opponent.

Lateral passes may be worked to advantage behind the line, beyond the line, before a forward pass and after a forward pass has been completed, either behind or beyond the line of scrimmage. There are great possibilities on the return of a punt and kick-off and on the interception of a forward pass.

Examples of lateral pass plays behind

the line in which a back is floated and an off-tackle play is threatened are shown in Diagrams 1, 2 and 3.

Diagram 1 shows a play from the double wing-back formation. Back 2 receives the ball from center, starts to his left and makes a short backward pass to 1, who runs to the right, passing laterally to 3 as he nears the right side of the line. Back 3 has floated to the right. He receives the pass and cuts back outside the defensive left end. Other assignments are as shown.

In Diagram 2, the right wing-back, 4, turns to his left, comes back and goes out wide to receive a lateral pass from 1. The tail-back, 3, blocks the defensive left end.

A play from the Notre Dame formation

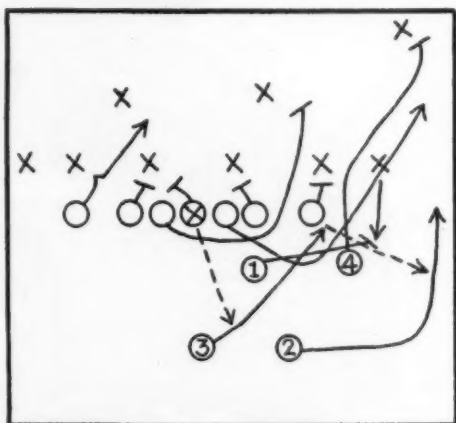


Diagram 3

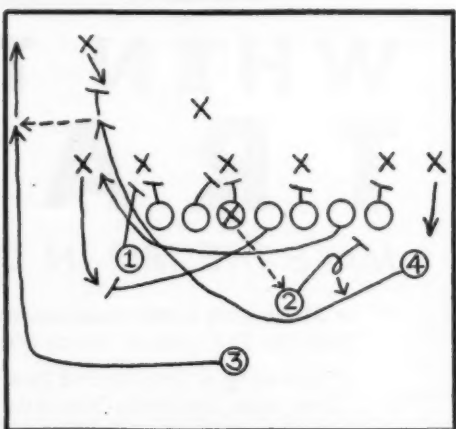


Diagram 4

is shown in Diagram 3. The fullback, 2, floats to the right. The left halfback, 3, fakes a smash at the line, but jumps high just before he reaches it and passes over the head of the defensive left end to the fullback.

On the lateral pass beyond the line, the ball-carrier retains the ball, gaining as much ground as he can, and makes the lateral just as he is about to be tackled, as in Diagram 4. In the play shown in this diagram, the ball goes to 2, who passes it backward to 4, the right wing-back. Back 4 then sweeps to his left and, when about to be tackled, passes to 3. The assignments are as shown.

A typical play involving a lateral and a

long forward pass is shown in Diagram 5. The tail-back, 3, fades deep to the left. The ball goes to 2, who hands it to 1. Back 1 in turn hands the ball to 4, who runs to the left and laterals to the tail-back, 3. The tail-back then throws a long pass to the right end, who has crossed over to the left deep behind the defensive line. This play requires a tail-back who can throw long passes.

The lateral pass after a forward pass is a strong scoring play, as the defense is usually scattered and there is only one defensive man with a chance to stop the lateral receiver. A play of this type is shown in Diagram 6. The passer, 3, fades back. The left wing-back, 1, and the right end go down as decoys. The left end blocks the right tackle and goes down and then out to receive a high pass from 3. The left end then laterals the ball to 4, who has swung around behind his own line.

On the return of the kick-off, there is great opportunity for the use of the lateral. The old crisscross idea has worked on occasions, as has also the idea of having the receiver start up the field, for instance to the right oblique to draw the kicking team over in that direction, and then suddenly wheel and throw a long lateral to a back on the opposite side of the field who has delayed for that purpose, and who, with a blocker or two, may go the distance for a touchdown.

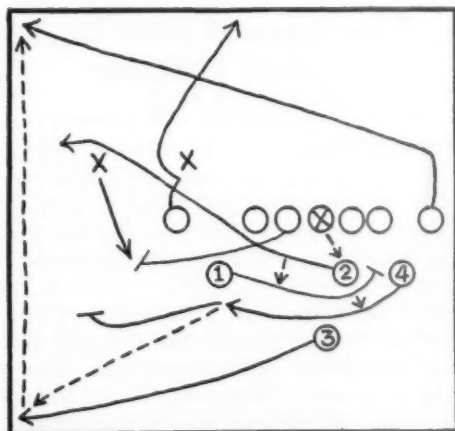


Diagram 5

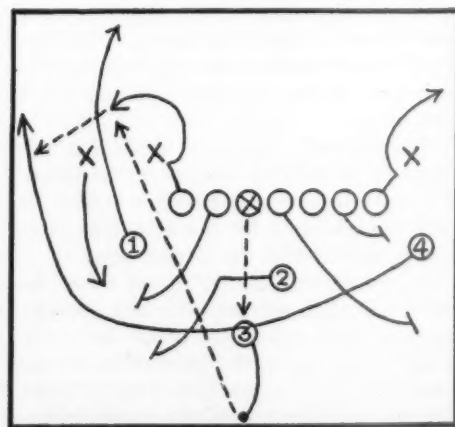


Diagram 6

On the return of punts, with two clever safeties playing back, there are likewise offered lateral opportunities that make an unpleasant afternoon for the opposing ends.

A forward pass that has been intercepted and has caught the opposing team off balance gives a chance for a quick-thinking ball-handler to get a lateral away for a good gain.

Because of the big gains possible on a successful lateral pass, much more attention will be paid in the next few years to the training of players to be "lateral-minded" and to the selecting of good ball-handlers who are quick to take advantage of opportunities. Linemen, as well as backs, will become more alert to stretch a possible 3- or 5-yard gain into a touchdown play and thereby break into the coveted ranks of touchdown makers.

Lateral Pass Defense

By V. A. Hansen

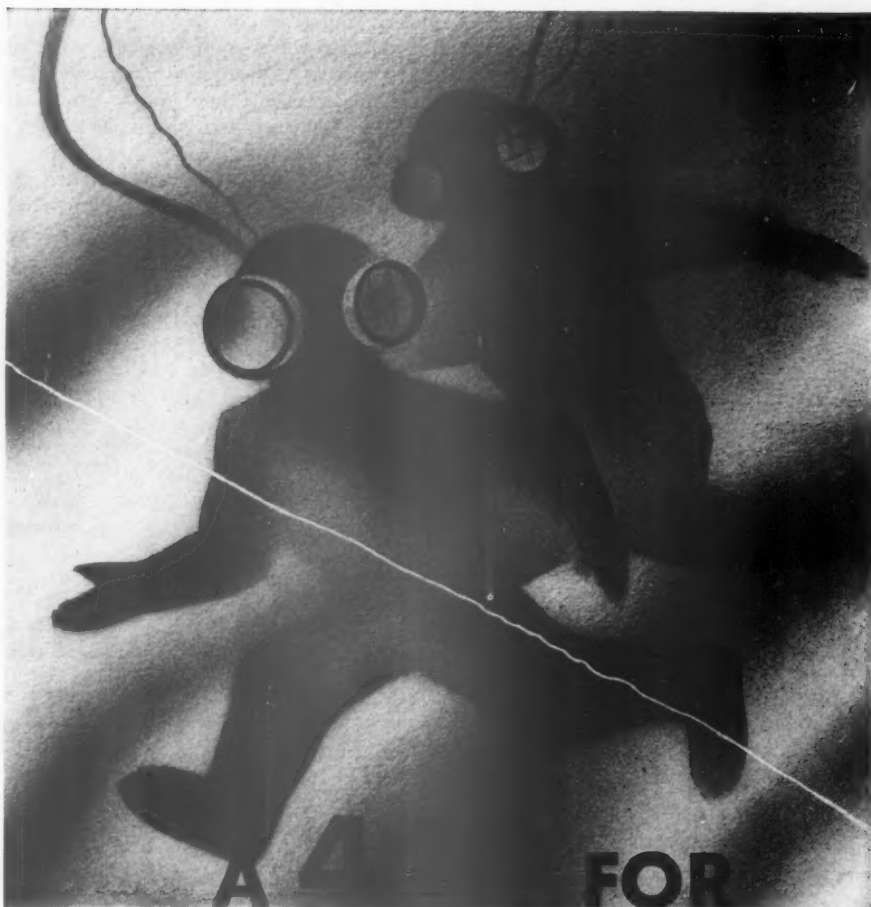
Head Football Coach, Syracuse University

THERE isn't very much to be said about the defense against the lateral pass except that it calls for an alert, aggressive, smart diagnosing team that follows the ball, for the offensive team may move every minute.

I have one or two points that might be of interest and benefit to you. Let us take the lateral pass behind the line of scrimmage. It is my contention that, literally speaking, the ball is thrown backward; therefore, it takes more time for that play to develop and for the forward progress of the ball to the line of scrimmage or point of attack. Consequently, I instruct my ends to go in deep and face the play. With the information the scouts have brought back to us, we have a fair knowledge as to when to sense the lateral pass, and, the minute the ends sense it, they don't concentrate on the man throwing the ball or receiving it, but get in between the play and make the execution go backward more deeply. In other words, we spoil or delay the execution of the lateral pass, so that when the receiver of the lateral pass catches the ball, the backer-up and the defensive halfback come up in time to make the tackle.

Some coaches believe in having the end go in, fade and take the man the lateral is being thrown to; and have the defensive halfback fold in inside of him. Others believe in having the end go in sharply and hit the man with the ball. It is our idea to strike a happy medium, having the end go in deeply so that, when the offensive man attempts the lateral, he will have to throw the ball backward and cannot lateral it directly and swiftly by the end.

I never allow our ends to go in so close to the passer that the lateral pass is thrown swiftly by them. I send them in just so deep that, in attempting to lateral the ball, the passer has to throw it back-



DEEP-SEA DIVERS

"Well, fellows, we're up against one of the fastest quarter mile teams on our schedule this year . . . and I'm issuing 15 pound shoes and a diver's outfit for everybody. So get out there and burn up the track!" Perhaps no coach would go to that extreme. And yet in a close race, with a finishing margin measured by inches, a man can be handicapped by extra ounces and extra stiffness in his footwear just as disastrously as by extra pounds or by extra cumbersome garments.

Soft and pliable, 17% stronger, weight for weight, than any other leather, and featherlight, Kangaroo is a *help* not a hindrance when a real test comes.

Your 'varsities need shoes of Kangaroo, for the speed they mean in a pinch. All of your teams need them for the foot-comfort of their pliability, and the safety of their strength.



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TANNED IN **AMERICA**

ward. I don't believe the lateral pass behind the line is to be feared so much as the lateral pass down the field.

I have always felt that a smart end should remember that it takes field to execute a lateral pass, and from the information brought back by the scouts he should have a pretty good knowledge as to the sequence of plays, and as to when the pass will be thrown. If the end is alert, he should watch the field and not be sucked in too close but go in deep. Many coaches will not agree with me, but I am here to give you my opinion.

The lateral pass down the field, I believe, is very dangerous. There is no question about it. That is a play that Colgate works probably more effectively than any other team, and the reason for that is that the men are smart. They know when to

make that play go. What we have to do is instruct our men to be alert, and, any time they see a back down the field who is partially turned, they are to go in and tackle. That position is significant that he is about to lateral.

Then, too, we tell our men, when they sense a lateral and see the back partially turned, to tackle high and grab the back's arms, preventing him from throwing the ball. In four cases in two years, Colgate players in games against our team have been forced to recover poorly executed laterals for the reason, I believe, that our men tackled the backs' arms as they went to throw. The backs made poor laterals and had to act almost instantly to recover. This point I have mentioned is a simple one, but I think it is a good one, and I want you to appreciate it, too. I don't

want to stand up here speaking egotistically and try to convince you that we have stopped Colgate's lateral passing, because we have not. But Colgate has attempted very few lateral passes against us, and I feel that, as I have said to you, the reason is that our men have tackled high.

The only other point I shall mention about the defense against the lateral pass is that the men who are to follow the ball, follow the ball, no matter where it is. We tell the men, "Follow the ball! Watch the runner and be on the ball."

Of course, you appreciate what a smart, aggressive line means to any type of offense. If the offense cannot send its plays down the field, it is impossible for it to play any lateral passes down the field. So we try to stop the offense behind the line of scrimmage.

The Pressing Defense and the 10-Second Rule

By Michael M. Lake

Immaculate Conception High School, Trenton, New Jersey

THE debate over the merits of the standard man-to-man and the five-man methods of basketball defensive play has served to establish one fact, and this is that both are effective and have equally sincere and convinced groups of supporters who believe in the superiority of one over the other. There are several variations of these defensive methods, but all basically revert to either the man-to-man or five-man styles. And now the rule makers with their 10-second rule have added impetus to the development of still another variation, which may prove to be the leader of them all within the next few years.

This is now vaguely known as the pressing defense. This is not entirely a late idea, and, as soon as coaches become better acquainted with the rule which forces the offensive team to advance the ball to the front court within a period of 10 seconds, the pressing defense will get more attention. Its possibilities are already well defined.

Briefly, the pressing defense calls for strict man-to-man guarding but without definite assignments. In this respect, it resembles the checking defense, but it differs from this in that the offensive team does not drop back to its own half of the court to await the offensive players before picking them up. The picking up is done in their back court and immediately after the other team has recovered the ball. How soon and how deep into the back court this picking up is done determines the efficiency and success of the pressing defense. This style of defense can be best

explained and its merits pointed out by the presentation of a few figures.

In a regulation high school game of 32 minutes between two evenly matched teams, it is assumed, for the sake of example, that each team has possession of the ball for 16 minutes. These 16 minutes are divided into many short periods, interrupted naturally by the moments when the other team secures the ball. The length of these intervals, of course, is determined by the ability of each team to retain possession of the ball, but on an average they are 15 seconds long. So, in other words, a team will secure the ball an average of 60 times during a game.

Not all of these 15 seconds are devoted to the actual efforts of scoring. The maneuver of advancing the ball from the back court into scoring territory is an incidental offensive movement. It is at this initial movement that the pressing defense is aimed.

When a team, upon losing possession of the ball, drops back to its back court for defense, it is permitting the other team unrestricted and unmolested passage into scoring territory, giving opposing players an opportunity to utilize most of their 15 seconds in the actual effort of scoring, such as floor plays under the basket, or shooting. If a team requires only 3 seconds to reach scoring territory, then it has 12 seconds in which to score. If it takes 5 seconds, then only 10 seconds remain for this important work.

The pressing defense is aimed directly at reducing this scoring time, by delaying the advance of the ball in the back court

and thus limiting the time the defensive team has possession of the ball in scoring territory. If a defensive team can hold back the advance of the ball, let us say for 8 seconds, it will leave the offense only 7 seconds in which to score. In other words, the longer the ball is delayed in the back court, the less time remains for the play leading to a shot at the basket.

This delay is accomplished through starting the pressing defense the instant a team loses the ball in its front court. When this loss occurs, each player immediately switches to defense by picking up the offensive man nearest to him. Particular attention is paid to the man who recovers the ball and to the team mate nearest him most apt to receive the first pass.

The two defensive players who find themselves next to these two offensive men shoulder the burden of the pressing defense. The efficiency of this type of defense depends upon their ability to press; that is, prevent rapid advancement of the ball by either a pass or dribble. The object is always to delay the ball in the back court as long as possible. This not only reduces the offensive team's scoring time but harasses the players and leads to many held balls in the defensive team's own scoring territory.

We used this type of defense over a twenty-six game schedule and held our opponents to an average of 17 points a game. Aside from its efficiency, it has a speeding effect upon the game, and in this respect is a great aid to the 10-second rule, which may be credited with the spread of the pressing defense.

Much will come of this meeting in 1935



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Wood subjected to the Resilite treatment is extremely tough and resilient. For instance, a treated wooden sphere will bounce twice as high as an untreated sphere. In the durability test a treated set of bowling pins lasted for 1,000 games as against a set of untreated pins lasting the normal life of 300 games.

The Reach Resilite Bats are made from selected second-growth northern ash—naturally and fully seasoned. And they're offered in Reach's most popular players' models.

For 1935 Reach also presents a complete line of other bats—from famous Big-League models down to the boys' sizes. See them before spring training gets under way.

HERE's the standard ball of the game... used *exclusively* by the American League... and built to the specifications decided upon by both major leagues in 1934.

This superb ball is built around the patented Reach Cushioned Cork Center—a sphere of live cork surrounded by a semi-vulcanized black rubber, over which is vulcanized a red rubber cover. And *that* gives the most perfect core ever invented.

Then to carry perfection all the way—fine-quality wool yarn is wound layer after layer over the core. After that—cotton yarn. And over all, a cemented-on alum-tanned horsehide cover, double-stitched with tough, 4-ply red thread.

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BASEBALL EQUIPMENT

Intramurals in a Private School

By Bron C. Bacevich

Coach and Intramural Director, St. Bede College and Academy, Peru, Illinois

TO UNDERSTAND fully the program of intramurals as organized and conducted at St. Bede, and to appreciate the various problems that confront us, the reader must first have a general idea of the existing conditions. No doubt, many other private institutions are faced with similar situations.

In the first place, there are in our institution two separate schools: a four-year college and a four-year academy, or high school. Both are under the same supervision, scholastically and athletically, both use the same facilities and the students of one have occasion to intermingle with those of the other. Second, although originally both were primarily for boarding students, each now has day students as well.

It is a known fact that the chief obstacle confronting most intramural departments is the lack of adequate facilities. Here, we are blessed with facilities sufficient to carry on an extensive program of activities throughout the school year. Our greatest problem, however, is that of adjusting the program to meet the needs of both the day students and boarding students, inasmuch as the amount of leisure time of the two groups varies considerably. Because we are situated two miles from town and because most of our day students have work to do after school hours, we find that the only time the majority of these have for intramural activities is during the noon hour—about one hour and twenty-five minutes. The boarding students, on the other hand, have much more leisure time. Besides a noon period of the same duration, they have two hours after school and an hour and a half after supper each school day. Then, too, each boarding student has all day Saturday and Sunday.

In the third place, no provision is made for required physical education; so it falls to the departments of intramurals and athletics to provide for and take care of the physical needs of each student. We believe that our program is sufficiently extensive so that we may do that. We plan our program so that each student is assured of at least two hours of a vigorous type of activity each week throughout the year.

And finally, because there are not enough college students to warrant a separate intramural program, we find it necessary to arrange our competitions, both team and individual, so that the college students may compete in activities similar to those of the academy students, but with competitions as nearly equal as possible under existing conditions.

ALTHOUGH the intramural program presented here was designed for a private institution, many of its features may be adopted by public high schools or colleges. Bron C. Bacevich received a Bachelor of Arts degree from North Central College in 1930 and a Bachelor of Science Degree from the University of Illinois in 1932. He was a three sport man at North Central, playing football, basketball and baseball. His coaching experience lists Hudson, Michigan, High School, North Central College and St. Bede, where he is now located. He has made a good record as coach of interscholastic and intercollegiate teams, in addition to devising and supervising successful intramural programs.

Organization

WE have organized our intramurals on a department basis, called the St. Bede Department of Intramural Activities. We have adopted a constitution including a fine code of eligibility rules protecting the department and insuring all participants a square deal.

Provision is made for a governing council that decides on policies for the department and handles forfeits and protests. This council consists of four faculty supervisors, the student assistant director and the intramural director. The student assistant is selected from the student intramural managers of the previous year by the intramural director, the rector of the school and the director of athletics. The student assistant is responsible for all de-

tails in connection with the department. It is his duty to see that all equipment is ready for all the games, that officials are provided and that all results are properly scored and posted. The intramural director is responsible for the proper functioning of the department and also takes care of all the publicity relative to the department. On intramural matters, he reaches each student through the student assistant.

Aims and Objectives

WE aim to provide a varied program that will appeal to the students and bring about participation by the students, now and in later life, in games and sports that are inherently worth while; to have each boy and young man participate in some one or several of the intramural activities offered each season—fall, winter and spring.

We expect our intramural program to develop group spirit and unity, especially between the day students and the boarders; to prepare the students for life situations; to promote and maintain better health; to employ the students' leisure time in a useful and wholesome way; to develop a permanent interest in sports; and to be a contributing factor to the success of our interschool program of athletics. But the outstanding value of our intramural activities lies in the spirit of sportsmanship which they engender. We believe that our youths acquire a respect for the spirit of the rules and a realization that there is something more in athletics and games than percentage columns.

Program of Sports

OUR department is dependent upon the good will and whole-hearted response of the students. To a reasonable degree the right of each student to personal preferences in recreation is considered. At the beginning of the school year, we hand each student a card with the list of activities which the department plans to sponsor during the school year. We ask each to check those activities which most appeal to him, and to write in the name of any activity he desires which is not listed. In this manner we may ascertain definitely what activities are desired. We find that these vary somewhat from year to year.

We divide our activities and list them according to the season. These are as follows:

FALL—Playground Ball, Tennis, Horse-shoes, Touch Football, Football Skills Contest, Turkey Cross-Country Run.

WINTER—Basketball, Bowling, Swim-



Bron C. Bacevich

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The new Resilite bats—harder-hitting... lively... tough... moisture-proof and chip-proof! Others, too, of course.

The new "Dizzy" Dean Glove, designed by the great Cardinal pitcher

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● **NEW "RESILITE" BATS**—the barrels are treated with Resilite, a hardening substance that penetrates completely through the barrel, giving a hard, solid point of percussion *without adding weight*. The grip, or shaft, is untreated, so the bat retains all the natural "whip." In fool-proof tests, Resilite-treated wood proved twice as lively... more than three times as durable... as the same wood untreated. Other Spalding bats from the superb "Old Hickory" down to boys' models.

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ming, Ice Skating, Water Carnival, Table Tennis, Checkers, Boxing, Billiards, Free Throw Contest.

SPRING—Tennis, Golf Contest (Driving—Mid-Iron—Mashie—Putter), Baseball Field Events Contest, Horseshoes, Track and Field Meet, Baseball.

The above program of activities is sufficiently diversified to interest almost every student, since there are team games and individual activities, and sports ranging from those requiring strength and endurance to those requiring agility and skill. The intramural program is an important part of the extra-curricular activity of the school.

Units of Competition

WE find that the best goal of competition for players to work for is a team or individual championship and recognition of it. Both individual and team competitions are provided for in our program.

Since students here range in age from 13 and 14 in the freshman academy class to 18 and 22 in the college classes, it is necessary to arrange competitions so that students of approximately the same age compete with one another. Our individual plan of competitions includes three groups or divisions as follows: Group I—All boys under 15 years of age; Group II—All boys from 15 to 17 years of age; Group III—All boys and young men 17 and over.

These we call the boys, junior and senior divisions, respectively. We place the boys according to their age on the day of registration. Then each remains in that group or division for the entire school year.

Following the same idea, we attempt to equalize competitions between teams. Two leagues—A and B—are formed. The former consists of teams from the college department, junior and senior boarders and junior and senior day students; while League B includes teams from the freshman and sophomore day students and freshman and sophomore boarders. Such an arrangement is most satisfactory, since the students are already segregated in four study halls, also called "home rooms." One hall consists of all academy day students; another of all college students; a third, junior and senior boarding students; and a fourth, freshman and sophomore students. The faculty supervisors, one of whom is assigned to each hall, have already been mentioned. Besides these, each hall has its own intramural manager, usually appointed by the supervisor. It is the manager's individual duty to care for all details concerned with intramurals for his respective hall.

Scoring Plan for the Individual

THE system of scoring in use for the individual is similar to that employed by the University of Illinois. The activities are classified in three divisions: **DIVISION I**—Playground Ball, Touch Foot-

ball, Basketball, Baseball; **DIVISION II**—Swimming, Track, Baseball Field Meet, Golf Shooting Contest, Football Skills Test, Turkey Cross-Country Run, Ice Skating; **DIVISION III**—Tennis, Boxing, Horseshoes, Bowling, Billiards, Table Tennis, Checkers, Free Throwing.

Points are awarded as follows: **Division I**—5 points for winning a game and 1 point for competing and not winning; **Division II**—Each contestant awarded the total number of points won; **Division III**—5 points for winning a match or contest and 1 point for competing and not winning.

To avoid having a student enter and then default, we deduct 2 points from his total for each default.

Scoring Plan for the Group

IN the scoring plan for the group, the system we follow is somewhat similar to that used by the University of Illinois. Activities are again divided into three divisions: **DIVISION I**—Playground Ball, Touch Football, Basketball, Bowling, Baseball; **DIVISION II**—Track, Swimming, Ice Skating, Baseball Field Meet, Golf Shooting Contest, Turkey Cross-Country Run, Football Skills Test, Ice Skating; **DIVISION III**—Tennis, Boxing, Horseshoes, Billiards, Table Tennis, Checkers, Free Throwing.

Points are awarded as follows: **Group I**—5 points for winning a game and 1 point for competing and not winning; **Group II**—Each team awarded the total number of points won in a meet and 10 additional points to a team winning a championship; **Group III**—1 point awarded for winning a match or contest and 5 points for winning a championship in each sport in this group.

If a team forfeits or defaults a game to an opponent, it has as many points deducted as it would have made if it had competed and won.

Rules and Regulations

INSO FAR as scholarship is concerned, all students are eligible. We find very often that the poor student is a poor student because his physical needs have been neglected. We believe that a wise participation in intramurals will have a beneficial effect on scholarship.

All varsity players who are retained on the varsity squad after the first varsity game are ineligible to compete in a similar or a closely related intramural activity. For example, varsity football and basketball players cannot compete in intramural touch football or basketball. Mention has already been made regarding protests, forfeits and postponements. All such matters are acted on by the governing council.

Incentives and Awards

PROVIDING student coaches (usually the outstanding varsity players) for intramural teams, we have discovered, creates a greater interest among the individuals and greater rivalry between the

teams. The greatest incentive is that we do not require entry fees for any activity, either from the individual or the teams, and, except for personal playing equipment, we provide all equipment necessary.

Realizing that all cannot be champions, we find it a good plan and an inducement to give as much publicity to all contestants as possible, especially to those making outstanding performances. For this we use various bulletin boards, the school paper, local papers and papers of the students' home towns.

The bulletin boards give current information relative to drawings, standings of individuals and teams in various tournaments; also, information about coming events and news items of interest. Both the school paper and the local and home town newspapers publish news items relative to our program. We type this material so that it is all ready to set up, and the sports editors are only too glad to use it. It is natural for boys to want to see their names in print.

Only four awards are made, but each is valuable in itself and highly prized by the winners. The trophies, large silver loving cups, are awarded during the commencement exercises; one to each of three individual intramural champions, and one to the hall champion. These awards are permanent and are made each year. The race proved very interesting last year.

Recent Additions

IN order better to develop a permanent interest in sports, we now give individual instruction in sports or activities in which there is sufficient demand. The regular intramural activity supervisors are assisted in this phase of the program by the varsity coach and student teachers. Instructions are now being given in the following sports: Boxing, golf, swimming, tennis, bowling and table tennis.

The department attempts to safeguard the physical welfare of the participants by supervising the condition of the contestants in the more strenuous activities.

Before a student may compete in a vigorous activity, he must have practiced a required number of hours. A minimum requirement is made for each of the various strenuous activities.

Conclusion

WE realize that our program still leaves much to be desired. We are continually making changes and are striving to make it complete in order that we may continue to provide for the needs of each student.

We feel that there is a need in our schools for both an intramural program and a program of interschool athletics. We do not expect, nor do we wish, to replace the latter with the former. Interscholastic and intercollegiate athletics remain the highest goal for those students who have achieved sufficient skill in intramurals.



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Training and Conditioning

By Arthur N. Smith

Track Coach, West Virginia University

TRAINING or conditioning means simply the preparation of the body for extreme physical effort. Anything that favorably influences this process is good. Anything that hinders it is, of course, bad. All competitive athletics involve the mental as well as the physical. A good muscular tone means a clear, sharp brain. Anything that is conducive to good general condition puts wit in the brain and sparkle in the eye. Training carried to extremes has the opposite effect. It dulls the brain, causes the football player to fumble, the basketball player to miss, the track man to start slowly. In fact, the effect of overwork or the wrong kind of work is just exactly the effect that is to be avoided.

The brain is the first part of the athlete to suffer from overwork, and no system of training is correct that does not take this fact into account. Long periods of hard training, monotony, too intense training, too much driving, too much worry, poor food, lack of sleep, bad habits, accumulated fatigue coupled with a lack of relaxation: these are a few things that affect the athlete physically and mentally, mostly mentally, and stop the physical machine from going ahead. When a boy gets into such shape that he is no longer able to go ahead, only rest, relaxation and a change will restore or cure him. The ailment is mental and the cure is similar to that for any other mental ailment. If good judgment is used in regulating these things that I have pointed out as the cause of poor condition, this condition need not exist. Starting the boy slowly and wisely, hardening him to his task gradually, giving good advice as to personal hygiene, limiting his daily work to short, snappy sessions, rather than long drills of monotonous drudgery, and interrupting his training with periods of relaxation and a restful change or let-down are some of the things to be done to insure good results.

An engine could go on forever if it did not play out in some respect or run out of fuel. An athlete could do likewise, but for fatigue. This is what stops us all. Just as accumulation of toxins and a glandular breakdown with the resultant auto-intoxication bring on old age, so does fatigue, with its poisons, stop the athlete dead, as far as usefulness is concerned. If we can control fatigue, slow it up or hold it off, we are very fortunate, athletically speaking. I believe we can do much in this direction. But, first of all, what is fatigue?

As a result of scientific study during the past four years—notably by Sokoloff—it is quite well established that the old theory that lactic acid is the cause of muscular fatigue is not true. We have, for example, an athlete who as a result of phys-

SINCE 1924, Art Smith has served as a member of the Department of Athletics and Physical Education at West Virginia University. Previous to that time he was Coach of Track and Athletic Trainer, the University of Maine, 1911-16; Track Coach and Physical Director, Michigan State College, 1919-21; Track Coach and Physical Director, Iowa State College, 1921-24. He coached the American team at the Olympic Games at Stockholm, Sweden, in 1912. The suggestions contained in this article are applicable to any sport but are especially designed for basketball.

ical effort is greatly fatigued. He is covered with perspiration, his color comes and goes, his breathing is hard and uneven and even after stopping activity he cannot return to normal for some time. His muscles ache and a general feeling of exhaustion is present. Such is the condition of many athletes in the closing periods of their event, be it a foot race or a basketball game. If we were to examine the contents of such a person's blood, lactic acid thirteen times normal would be found present. However, this large amount of lactic acid is not the cause of fatigue. Rather, it is present in the role of a protector to fight against the by-products formed during strenuous exercise, which are themselves the real cause of fatigue. These poisonous by-products appear as the result of a disturbed balance of over-exercised muscle. The lactic acid in this case is fighting against these by-products to reestablish a normal balance. Fatigue toxins or waste matter come as the result

of energy production plus a lack of oxygen in the body. Hence, exercising in the fresh air or a well ventilated hall is less fatiguing than exercising in an inadequately ventilated room.

Exhaustion of the glycogen in the body is also a cause of fatigue. I once had a cross-country runner who collapsed. When he finished he was dizzy, which was normal for him. Then when he collapsed I found out that, fearing cramps, he had not eaten a meal on the day of the race. I attributed his fatigued condition to a lack of glycogen or sugar in his blood stream. He lacked fuel, in other words, to go on. Prolonged mental stimuli plus the poisonous by-products of physical exertion plus a lack of oxygen are the real causes of athletic fatigue.

Avoidance of fatigue comes through conservation of energy brought about by breathing plenty of fresh air, taking occasional time-outs or relaxation periods in a game, putting a cold towel around the head, sucking an orange, and refreshing the mind and body between halves by applying to the naked body towels soaked in cold water and rubbing the body with a coarse towel, followed by a rest, the athlete lying full length on a mattress while wrapped in a blanket. Substitutes should be sent in for tiring players before it is too late. If the athlete's condition is to be kept on the safe side of dangerous fatigue, there is only one good rule: Never in practice reach the state of extreme fatigue; relax before it is too late, and relax often.

Frequent rest periods are good. The athlete should relax before and after a hard game. Vacations of two or three days are a great tonic for any hard working team from mid-season on. We tried giving the football players at West Virginia short vacations from practice after the middle of the last season, when they were not playing very well. The results were very satisfactory. A day's rest before a game is also good.

Too much scrimmage is bad for basketball players, as well as football men. It entails nervous exhaustion and consumes more than it produces. Schedules not taking into consideration physical resources and material are bad. No high school basketball team should play more than fifteen games in a season; no college team more than eighteen at the most. Many a team and coach have been sacrificed because of an unreasonable schedule.

Boys playing football and basketball should have a long rest between seasons. Jumping from one sport to another without sufficient rest in the interval is unprofitable, and may in the long run be dangerous to both the team and the individual.



Arthur N. Smith

The success of any team is a matter of physical condition. A coach possessing sense and foresight along this line is better off than the so-called wizard who is strong on plays but weak otherwise.

If a team is to possess the necessary speed, pep and endurance to "cash in" week after week over a long season, the training must not be too intense or fatiguing. And, while the body in shape can safely reach great physical heights, the restoration of the disturbed physical balance can only come through relaxation. By following a wise training system, the coach will best serve the interests of the boy, his team and himself.

Recent Athletic Booklets

CORRELATION of physical education activities with a distinctly athletic program is the central theme of two booklets recently published by the New York State Public High School Athletic Association and prepared by its Central Committee, of which Elmer K. Smith is Chairman, co-operating with two special committees appointed by Dr. Hiram A. Jones, Director of Physical Education, New York State Education Department.

The committee actively in charge of the first of these booklets, "Recreational Athletic Activities for Boys," was composed of eleven men engaged in high school coaching or physical education work, besides the Chairman, Francis J. Moench, Director of Physical Education for Men, State Normal School, Cortland, New York. The second booklet, "Recreational Athletic Activities for Girls," was prepared under the chairmanship of Miss Bessie L. Park, Director of Physical Education for Women, State Normal School, Cortland, who was assisted by nine other women, all of them engaged in active or supervisory work in physical education among girls.

"Recreational Athletic Activities for Boys" is divided into the following sections: "Regents' Regulations Governing Health and Physical Education," "Introduction," "Administrative Objectives of an Athletic Program," "Some Methods of Insuring Success of Program," "Activities," "Recommendations Dealing with Some Major Problems in the New York State Program," "Concluding Statement and Summary of Recommendations."

Copies of either of the booklets mentioned above may be secured from the Secretary-Treasurer of the New York State Public High School Athletic Association, F. R. Wegner, Superintendent of Schools, Roslyn, New York. Members of the association may secure copies without charge. The price to those not members is 25 cents for each booklet. The two booklets are also bound together, the price being 35 cents for each copy of the combined booklets.

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My Philosophy of Officiating

By Edwin J. Dahl

SUGGESTIONS for the beginning official consumed most of the space devoted to the first part of this article. The remainder will deal specifically with several other suggestions. But before presenting these, the writer will make a recapitulation of the suggestions already made.

1. There is no secret formula for success in officiating. Hard work is more than half the battle, and will do much to make for ultimate success. Add to that an intense love for and an enjoyment in officiating that transcends any amount of pay received. No official can expect to become extremely successful if he officiates for the pay alone—there must be an enjoyment of the game present at all times, and unless it is present the official becomes as dead tissue. And then, too, pay will never compensate him for the heartache that will follow after a game that, in his own mind, has been poorly worked. It will compensate him for the possible misery that may result from unjust and unfair criticism, but it will never compensate him for the “down-in-the-mouth” feeling that follows when he has worked a poor game and feels possibly that a poor decision here or there may have had some bearing upon the result of the game. The first suggestion, therefore, is this: Work hard and continue to work hard, if you expect to make a success at officiating.

2. Call each game according to the Rule Book. That means that the Rule Book must be known from cover to cover so that it need never be carried on to the floor. In fact, after confidence has taken the place of the slight hesitancy that any new official may have, the Rule Book should never be carried on the person.

3. With the rules known, the procedure is simply this: Call plays according to rule without fear or favor.

4. The eye must be keen and should see everything. In working alone, keep in mind that there are other parts of the floor than the part where the ball and massed players are. Have an eye in the back of the head, especially on the toss-up for a jump ball.

5. The keen eye alone is not enough, for it must be accompanied by quick and instantaneous judgment in calling fouls. Call the foul instantly—*after it has been made*. Close observance of this direction will do more to keep an official out of difficulty than any other one thing.

6. Throughout all of your contact with players, coaches, other officials and spectators, be firm without becoming officious, and be courteous without becoming subservient. Self-restraint is an asset, just as are knowledge of the rules, common

THE first part of this article was published last month. In this issue, Mr. Dahl summarizes the suggestions he gave in the previous installment and outlines his ideas on the double referee system of officiating. As was stated last month, Mr. Dahl is a prominent basketball official who lives in Minnesota.

sense, snap judgment and courage. Whatever else may happen and no matter who else may lose his head the official must never do so. The spectators, many of them, may become unduly excited in tense moments of the game, but that is their privilege. In fact, they pay their money for the excitement that takes place in many games. In the heat of the game, the players and the coach may be forgiven for losing self-control, for that is but a trait of human character, and sometimes much is at stake in these so-called games. But the official throughout all of this excitement and tenseness must keep hold of himself and continue to bear down. This should hold true, no matter how grievous the fault may be on the part of a player or coach. When either the player or the coach oversteps the bounds of decency in his actions, the penalty is, of course, the awarding of a free throw to the opposite team, but if these technical fouls are called, care must be used in so calling and administering the penalty.

Attitude Toward Spectators

NEVER antagonize the spectators deliberately by calling fouls on them and awarding one team free throws on this technicality. The practice of calling fouls on the crowd is often an unfair one to the team so ruled against, because frequently it has nothing to do with whatever the crowd has done in seemingly meriting punishment. The writer has found, in most instances, that better results follow by stopping the game and explaining why the foul was called. There are usually a number of good sports in the crowd who will bear down upon those who are not. Sometimes this procedure is impossible to carry out, and in this event it is best, possibly, to forget the crowd entirely. There was one time when the writer allowed a team to shoot eight free throws before the opposing crowd quieted down, and he fairly reveled in the situation, but he still shudders when he wonders what he would have done if the crowd had not become quiet. No, it is better to try other methods, although now and then as a last resort it may be best to call a foul on the crowd.

The six headings above make up a

rather comprehensive outline of the characteristics necessary for the successful official. All the reader who aspires to become an official now needs to do is add a little flavoring of common sense and courage, and he has the beginnings, at least, of a successful career.

Mechanical Procedure

THERE remain but a few suggestions regarding mechanical procedure and physical condition. When the official is working alone it is best whenever possible (and this should be most of the time) to keep in front of the play. In this position he can see everything concerning the game right in front of himself. This means that the official must be set at all times to shift his position to the other end of the floor as the offense changes hands, a not impossible task, because the official soon knows how to time himself and to place himself in key positions on the floor, from which he may move in any direction. It is admitted in the same breath that it is not possible at all times to be in position to face the play as it moves down the floor, and that now and then the official will find himself behind the ball and the play. But he should not remain behind the ball and the play for any length of time, and should move, as soon as possible, into a position where he can face the play as it moves down before him. Needless to say, that requires that he be in good physical condition.

Physical Condition

THE successful official must be in just as good physical condition as if he were actually playing, and this means that he must keep in training. Physical condition, as far as the official is concerned, ordinarily refers particularly to the wind, but it is the opinion of the writer that the condition of the legs is more important than the condition of the wind. The official is just as strong as his weakest leg, and his efficiency begins to deteriorate as soon as his legs cannot easily carry him to the front of the play situation. His eye may be just as keen as when he was younger, but he cannot call plays as well from a place across the floor as he can from his place in front of the ball. His legs have to carry his eyes to the spot of best-seeing, and, when they begin to fail him, he might just as well make up his mind to hang up the old whistle and retire.

The official who takes his work seriously will prepare for the season, before he actually begins to work games, by getting into good physical condition. He will never work his first game of the season “cold.” He will get in touch with the local

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coach and ask to be allowed to work some scrimmage practices before the season opens, thereby training not only his physical condition but also his eye. It is not the best and most profitable procedure to accept pay from schools for working games on the regular schedule, using these games as warm-up material. Get the warming-up action before the season actually starts.

Double Referee System

THIS article would not be complete if something were not said about the two-man system of officiating. As most readers well know, there are two types of two-man officiating. In one type, both men work down the side lines of the floor, one on each side, each man calling everything he sees and wherever he sees it. In the other, one man works down his side of the floor and as the ball and the play move down the floor to his right, for example, he moves under the basket, watching the play come down in front of him. The other man comes down his side of the floor, but keeps behind the play. Then, as the offense changes hands, the latter shifts down the floor and under the opposite basket, and the former follows behind the play. That means, therefore, that there is always one man in front of and one back of the play. The writer believes firmly that this method is a much more efficient one than that in which each man simply covers his side of the floor, with neither responsible for plays under the basket.

When the two men simply move down and up the sides of the floor, the temptation is for both to watch the action in and around the ball. With no actual responsibility for a certain floor sector, there is too much simultaneous blowing of the whistle for the same action. There is no clear-cut dividing of floor-sector responsibility, and each man is uncertain as to whether or not the other will call what both are looking at. The duties and responsibilities of both men overlap.

The secret of success in the two-man system rests in two general rules: The first of these is that *one man must always be in front of the play, meeting it*, and the other is that *the other man must be behind the play, following it*. But the most important thing about the relationship of these two officials, and the axis upon which the success of the two-man system revolves, is that the official behind the play must know and feel instinctively *when not to blow his whistle*.

The man down the floor and under the basket is, or should be, responsible for all of the action in that sector, because he is in the best position to see what is going on. With that definite responsibility set, the man behind the play does not feel the pressure of having to call anything in the front court. In reality, he cannot call it, for he is not in position to see the play.

The hardest situation to meet is that which arises when a player is closely guarding the man who is attempting to shoot. The official in front of the play sees nothing but a good piece of guarding and consequently does not blow his whistle, yet the man behind calls a foul for holding. Actually, no foul has been committed. To the man behind the ball, it "looked as if it was a foul"; so he calls it. Yet he should not have done so. He should have let the official in front of the play take the initiative in calling the play. Obviously this is a difficult situation and can only be successfully met as two officials become accustomed to working together. It is true that the official behind the ball can and should call a foul in the front court, but this should be in only the most flagrant and obvious cases of fouls or violations, especially if his partner is caught out of position. Only by practice in working with each other, and by the man who follows behind the ball holding back on the whistle, can the problem be solved.

Taking everything into consideration, this method has every advantage over the method by which the two men work only on each side of the floor, for each man's sector is rather accurately laid out, and he feels a very definite responsibility for that sector. This means that neither official needs to worry about whether or not the other official is going to call a foul, and he does not feel that he had better blow his whistle or something will be missed. This system does away with the situation that arises so many times wherein one man works while the other man watches, or one official attempts to dominate the other throughout the game. And, finally, the definite dividing of responsibility does away with a great deal of the whistle blowing, and consequently brings about better officiating.

Conclusion

IN CONCLUSION, this much must be remembered. The official is in charge of the game, and, in bringing that game to either a satisfactory or unsatisfactory ending, much of the responsibility depends upon him. He is the temporary official representative of the Rules Committee, and that means much to the Committee in these days when there is a prevalent desire to criticize its actions.

The responsibility is present at all times, and it is much better to have the game end satisfactorily from a basketball standpoint than unsatisfactorily. The criticism and riding of the official will be present in any event, and the official might just as well be satisfied within himself that his work is right. To feel that satisfaction, he must follow the rules as outlined.

Criticism by the public is as variable as the wind. The writer has in mind a game in which two rivals met at the end

of the season, the result of the game determining whether one team was undisputed champion, or the other team would earn a tie. The game was a bitter one, ending in a two-point victory for the team needing the victory for a tie. A little violence was done to both of the officials. Severe criticism was heaped upon the heads of these two men because the critics felt that they had not kept control of the game and had allowed too many infringements of the rules. A week later, the same two teams met with the championship at stake and played as fine and clean a game as one could ever expect to see, with two other officials (who had been called in from out of the city) bearing down at all times. After this fine game, the critics of the week before, who had at that time severely criticized the officials for being too loose, now piled up tons of printed matter in criticism of the second set of officials, claiming that the officiating was too technical.

Keep in mind that the disgruntled persons who criticize are usually those who have an axe to grind, and that this rabid criticism gets plenty of publicity, whereas the well-worked games of conscientious officials very seldom rate any publicity at all. After all, unjust criticism, in the long run, becomes just so much water that has flowed over the dam.

Basketball for the XIth Olympiad

IN THE March, 1929, issue of THE ATHLETIC JOURNAL appeared an article, "The International Growth of Basketball," by Dr. Forrest C. Allen, for many years head basketball coach at the University of Kansas. The opening paragraph read as follows: "Perhaps there is no game in all the world that enjoys the same possibilities for international uniformity as does basketball. Why not include this sport in our next Olympic calendar?"

The Olympiad referred to was, of course, the Xth, held at Los Angeles. Although basketball was not on the Olympic program in 1932, Dr. Allen's dream will come true in 1936, and perhaps no man has worked harder to bring about this dream than Dr. Allen himself. A letter from Dr. Karl Diem to Dr. Allen outlines the place basketball is to have in the next Olympic Games. Dr. Diem's letter, which is headed "XI Olympische Spiele, Berlin, 1936," and is dated December 3rd, 1934, is published with Dr. Allen's permission. "Dear Mr. Allen:

"I acknowledge, very gratefully, your letter of November 15th, and I am glad that America responded so enthusiastically to our plans including basketball in the program of the XIth Olympiad.

"In the meantime we had the pleasure

to have Mr. Jones, the Secretary General of the International Basketball Federation, from Rome with us. Mr. Jones told us that also various other parts of the world answered very favorably as a result of our correspondence. We are now preparing the rules and regulations for the basketball tournament. Mr. Jones told us that we can count on at least twenty teams: Argentine, Belgium, Estonia, Latvia, France, Italy, Austria, Switzerland, Czechoslovakia, Hungary, United States, China, Greece, Cuba, Japan, Poland, Roumania, Spain, Philippines, Brazil, Portugal, Bulgaria.

"If there should be any particular question you can be sure that I will call on you. When we have finished our sport booklets concerning the basketball tournament I should be glad to forward a copy to you.

"Hoping that I can count further on your helpful co-operation, and thanking you for your assistance until now, I am

"Sincerely yours,
"DIEM"
(Signed)

A Suggested Change in Basketball Rules

By John D. How
Lakeville, Indiana, Public Schools

DURING the past few years basketball coaches have attempted by drastic rules changes to better the game, and to increase its speed by forcing the play on the part of the offensive team. At the same time, they have tried to balance the offense and defense by adding penalties to the offensive players. The result has been more out of bounds balls and more free throws.

It has been my observation in the past two seasons that many games were won from the free throw line. It is undoubtedly true that the public wishes to see action and scoring. This is the objective which coaches and rules committees should strive to achieve. I wish to cite as an example a game I watched last season. Two teams, strong rivals and very evenly matched, were playing. One team was more alert than the other on this particular night and was drawing numerous fouls. The opposing team, however, was scoring on a good percentage of its free throws. The score at the half was 13 to 11. The team having 11 points made one basket while the other team made six. Time was out eight times for free throws. Breaks in the game necessitated by free throws are demoralizing to the teams and I believe a detriment to the game. We should try to eliminate the free throw as much as possible and force our teams to score from the field. At the same time, we should give more action during the game.

In order to accomplish these things, I

wish to propose the following changes for other coaches to consider. A man fouled in the act of shooting receives two free throws, provided he misses the basket. If he makes the basket at the time he is fouled, the foul is charged against the offending player and the ball goes to center; no additional penalty.

If a player is fouled during the progress of the game and not in the act of shooting, the game progresses with the official signaling to the score keeper that the foul was committed. In this case, should the offended player lose possession of the ball, he is given the ball out of bounds. If he does not lose possession of the ball, the game progresses and the official signals the scorer of a personal foul.

Organization of Wisconsin High School Coaches

By L. A. Erickson
Shorewood High School, Milwaukee, Wisconsin

HIGH SCHOOL coaches of Wisconsin have organized themselves into a group known as the Wisconsin High School Coaches Association. At the invitation of Guy Lowman of the University of Wisconsin, two representatives from each of the five districts of the state met last spring at Madison for the purpose of organizing the Association. The following officers were elected at that time: President, L. E. Means, Athletic Director of East Green Bay High School; Vice President, Cabby Ewers, Athletic Director of Wausau High School; Secretary-Treasurer, L. A. Erickson, Athletic Director of Shorewood High School, Milwaukee.

An interesting clinic, sponsored by the Association, was held in Milwaukee during the State Teachers Convention on November 1st. A group of 175 coaches listened to Coach Frank J. Murray of Marquette University discuss the fine points of football, principally those dealing with generalship, the quick kick, the new forward pass rule in high school play and certain types of offense and defense. At this same clinic, Coach W. S. Chandler of Marquette spent thirty minutes in discussing basketball. The theme of his talk was that most coaches waste time by coaching fundamentals in the wrong way. His theory, he stated, is that practice should as closely as possible resemble game conditions. Coach C. J. Abendroth of Sheboygan High School spoke on the multiple kick, an element of football in which he has had much success.

A second clinic was held at Madison the week-end of November 23rd and 24th. University of Wisconsin coaches led the discussion pertaining to their respective sports.

The next meeting will be held at Madison during the time of the state basketball tournament.

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One More Way of Coaching a Basketball Team

By William E. Braucher
Palmerton, Pennsylvania, Public Schools

IT would be old news to set up a list of qualifications that a coach should keep in mind when selection of basketball players is made. Consequently, the writer will not bore readers with such a list and will only mention that, since basketball is largely a game of speed and agility, he tries to choose only those candidates who presumably possess these qualities.

Candidates in our school are selected from a group of aspirants generally numbering about one hundred. Two nights are spent on elimination. Each candidate is given the opportunity to scrimmage about two minutes, and during that time the coach should be able to tell whether a candidate has any possibilities at all. Let us assume that fifty candidates have possibilities. This number will then be retained for the conditioning and training period, which lasts about a month and a half. At the conclusion of this training period, the squad is broken up into two groups: a varsity group of twelve players and a junior varsity group of about twenty-five players.

Training and Conditioning

TO DISCUSS training and conditioning fully would be out of order. I feel that these subjects have been thoroughly presented by other coaches, and little can be added except that training and conditioning are extremely important and necessary, in all fairness to the athlete.

I find that the following exercises are very helpful in conditioning a basketball squad.

1. In the first exercise rope skipping is alternated with in-place jumping. This exercise is done principally for two purposes: namely, (a) to develop muscles in the legs and (b) to produce more spring and jumping power. It is introduced at the beginning of the conditioning period and carried through until the first game.

2. Another exercise that may be put to use with, I believe, gratifying results, is that of shadow boxing. This exercise should benefit the athlete in that it conditions the feet and also helps to smooth out awkwardness.

3. As the reader no doubt realizes, feet are very sensitive and need the greatest care to prevent blisters. It is partly for this reason that several of the exercises presented here are used. They tend to strengthen and harden the feet in prepara-

A coach of basketball and baseball at Palmerton Schools, William E. Braucher has made an enviable record. During a five year period which closed last spring, his basketball teams had won 102 games and lost only 11. His quintets were undefeated in league competition during that time and hold a record of 73 consecutive victories in league competition. He graduated from the Pennsylvania State Teachers College at Kutztown in 1912 and has done work on his master's degree at New York University.

tion for an intensive season. In the third exercise, I have the boys run up and down the floor in a zig-zag fashion, making three or four sudden stops and starts on the way. This is done at first without dribbling a ball, but the dribble is included later. This exercise, I feel, is valuable to the extent that (a) It teaches the boys how to stop suddenly when going at a fairly fast rate of speed without losing their balance (a typical play situation); (b) It serves as a strengthener of feet; and (c) It develops ball handling, dribbling and feinting. The pivoting element is also included in these runs.

The above exercise is carried out in detail as follows: (a) The boys line up in four columns at one end of the floor, and the columns are spread across the width of the floor so that every boy has enough room. (b) The first boy from each col-



William E. Braucher

umn, on command, runs up to the other end of the floor and back again, using a grapevine or zig-zag style of running. When the first set of boys returns, the next group of four follows with the same exercise. This exercise is continued until every boy has run the length of the floor and back. (c) The exercise is then repeated, with four or five sudden stops being made on the way up and back. To make the stop, the boy takes a short leap, lands on both feet with knees bent and keeps his body leaning backward rather than forward to prevent losing balance. (d) On the next trip up the floor, each boy introduces a complete right or left pivot after each stop. (e) A ball is then introduced in this exercise, the boys dribbling the length of the floor and back. On their pivots, they feint one way and pivot the other.

It may be readily seen that this exercise not only aids conditioning but becomes a dribbling exercise and a feinting exercise; it teaches ball handling and pivoting; and it serves as a wind developer as well. These practices should be of short duration. The exercise should not be allowed to become monotonous. Variety may be added to it by allowing the boys to cut to the basket for short shots, after they have completed the run up the floor.

4. Another exercise which has in it several essentials is what I call the "continuous passing exercise." Five boys in a group take their places for this exercise. To begin the exercise, each boy is given a number from 1 to 5 so that, when passing begins, 1 must pass to 2, who cuts towards the pass; 2 must pass to 3, who also meets the pass; 3 must pass to 4; 4 must pass to 5; and 5 must pass to 1. And so the passing goes on for periods of from one to two minutes. After each boy has made his pass, he must follow the course of the ball, cut to the side of the court in order to be out of the play for the moment and be ready to meet the ball again when his turn comes. He must do this quickly because he has only a moment of rest. This exercise is very beneficial in that: (a) It is an endurance developer; (b) It develops passing judgment of close soft passes, long firm passes and proper position of passes which should be between the receiver's waist and head as well as ahead of him; (c) It develops proper ball handling and reduces to a minimum fumbling in a game; (d) It may include bounce passes, which

Lambert basketball is winning basketball

AS HIGH SCHOOL and college coach, Ward L. (Piggie) Lambert has taught winning basketball for a quarter of a century. During four years at Lebanon, Indiana, High School, his teams won 66 out of 83 games. Since 1919, Purdue University teams under Lambert have won more games than any other Western Conference team during this period. In the past fifteen years, Lambert-coached Purdue teams have won or shared the Western Conference title seven times. The Purdue team of 1933-34, Western Conference title holder, made a high all-time scoring record of 831 points while holding opponents to only 554 points.

In his book, **Practical Basketball**, Lambert relates in simple yet graphic manner the methods and devices he has used in developing outstanding players and championship teams in high school and college basketball.

Table of Contents of Practical Basketball

Chapter I—Handling the Ball—General Essentials—Types of Passes.

Chapter II—Offensive Floor Work.

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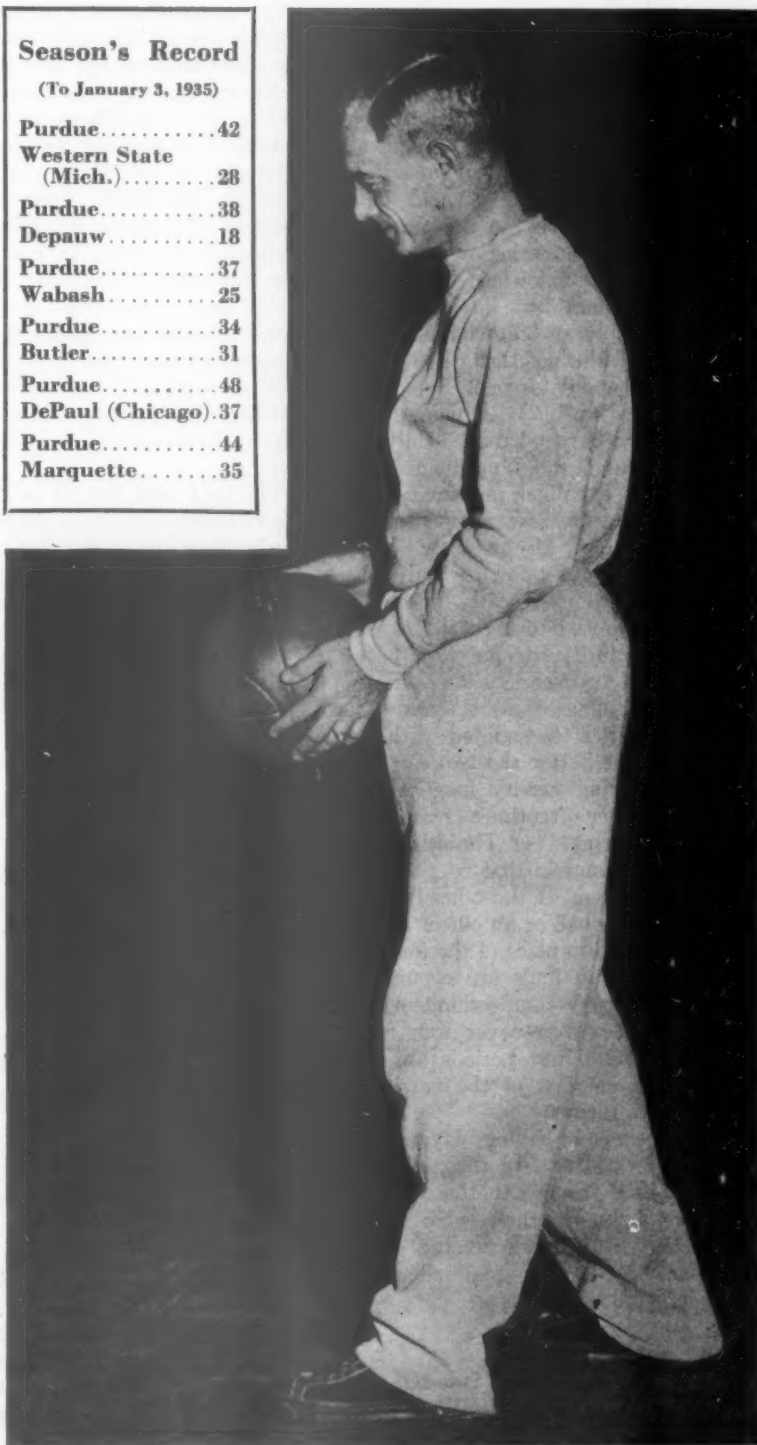
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Season's Record

(To January 3, 1935)

Purdue.....	42
Western State (Mich.).....	28
Purdue.....	38
DePaul.....	18
Purdue.....	37
Wabash.....	25
Purdue.....	34
Butler.....	31
Purdue.....	48
DePaul (Chicago).....	37
Purdue.....	44
Marquette.....	35



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INDEX TO ADVERTISERS

Athletic Sales Company.....	43
Bike Web Mfg. Co.....	1
Denver Chemical Mfg. Co.....	35
Dubow Mfg. Co., J. A.....	4
Gerber's Basketball Chart Book..	35
Great Western Athletic Goods Co.Inside Back Cover	
Greyhound Lines	25
Hotel Del Prado.....	3
Hotel Sherman	37
Huntington Laboratories, Inc...Inside Front Cover	
Kangaroo Leather Association...	27
Lambert's Practical Basketball..	41
O'Shea Knitting Mills...Back Cover	
Otopalik, Hugo	44
Reach, Wright & Ditson, A. J...	29
Riddell, Inc., John T.....	39
Spalding & Bros., A. G.....	31
Wilson-Western Sporting Goods Co.	22-23
Witchell-Sheill Co.	33

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